Test Administration Manual ~ Spring 2014

TENNESSEE

Tennessee Comprehensive Assessment Program
Achievement Test ~ Grades K–2 and 3–8
Test Administration Manual ~ Spring 2014

This manual is provided to assist in the administration of the TCAP Achievement Test. To ensure smooth implementation of this testing program, please become familiar with the contents of this manual. Many potential problems can be avoided by studying these procedures.

Please read these directions carefully before distributing any materials to your schools.

SAVE YOUR BOXES, PALLETS, AND RETURN SHIPPING LABELS!

The boxes in which you received your test materials and any filler (air pillows) should be saved to return the materials to Pearson. If your materials arrived via freight on pallets, be sure to save these to ensure proper return. Also, save all your return shipping labels.

TCAP Achievement Test materials will be shipped to the systems approximately three weeks prior to the system test date.

The TCAP Achievement Test must be administered in six consecutive days between April 28 and May 9, 2014. The state testing window also applies to all private schools that are administering the TCAP Achievement Test. All students in a grade level within a school must adhere to the same test schedule with the exception of students who are taking make-up tests or require Special Accommodations (same subject at the same time on the same day).

Spring 2014 Administration

K–2 Assessment Test Window

- April 28 – May 9, 2014
- Test may be given anytime within the window and it is not required to be given at the same time as grades 3–8. .
- Systems may select no more than four consecutive school days for their test window.

Achievement Grades 3–8 Test Window

- April 28 – May 9, 2014
- All students in grades 3–8 must adhere to the following test schedule:
    Day 1—Reading/Language Arts (Parts 1 & 2)
    Day 2—Mathematics (Parts 1 & 2)
    Day 3—Science (Parts 1 & 2)
    Day 4—Social Studies (Parts 1 & 2)
    *Exceptions: SPED, EL, & make-up testing
- Systems select no more than six consecutive school days for their test window.
- Systems do not have to use six days.
- Spring Break may not interrupt the test window.
- All scorable and unused Pre-ID answer documents must be returned to Pearson by the third school day after testing is complete.
- All schools within a system must follow the system test window.
- All students in a grade level within a school must adhere to the same test schedule (exceptions: SPED, EL, & make-up testing).
- EL and Special Education students may not be tested outside the system or state test window.
- Systems must notify the Office of Assessment Logistics in writing if a change is made to the system test window. The Office of Assessment Logistics MUST approve the new window.

Materials Distribution, Receipt, and Processing

Pearson will be responsible for the distribution and return receipt of all secure and non-secure testing materials to systems, including all forms of test books, Pre-ID and non Pre-ID answer documents, Test Administration Group (TAG) forms, and *Test Administration Manual* (TAM) copies. Pearson will also be responsible for scanning and processing activities.

Security Processes

Materials returned by systems will undergo security check-in processes to verify that all Pre-ID answer documents and test books distributed to schools/systems have been returned by those schools/systems. Should Pearson determine any discrepancies with the materials returned versus the materials initially distributed, Pearson representatives will contact the system testing coordinators to report and resolve discrepancies.

Answer Document Coding
Pre-Coded/Pre-ID Answer Documents

In Spring 2014 answer documents will be pre-coded with student information. (Note: Answer documents provided to non-public schools will not be pre-coded.) Pre-coded answer documents have student names and demographic information preprinted on the answer document. Test Administrators must ensure that each student receives the correct pre-coded answer document. **Do not** make demographic corrections on pre-coded answer documents. Corrections to demographic information must be made in the local student information system (EIS Data).

Unused Pre-Coded Answer Documents

Unused pre-coded answer documents are required to be returned under an Unused Pre-ID Header form.

Answer Documents Not Pre-Coded

Blank answer documents will be provided for students who are scheduled to participate in testing but were not included in the EIS file received for Pre-ID of answer documents.

Unique Student Identification Numbers (USIDs) for Public School Students

Student Unique Identification Numbers generated by EIS (State ID) must be coded in the Unique Student ID field. If the number has fewer than nine digits, pre-fill the empty bubbles using leading zeros. If a USID is not available, an Alternative ID number may be used. Social Security numbers may not be used.

Alternative Identification Numbers for Public School Students

Use the following format to create an Alternative ID number:
9 + 3-digit system # + 00001 to 99999 (Ex.: 9 _ _ _ 00001)

Alternative Identification Numbers for Home School Students

Use the following format to create an Alternative ID number for a Home School student:
3-digit system # + 981 + 001 to 999 (Ex.: _ _ _ 981001)

Alternative Identification Numbers for Non-public School Students

Non-public schools may no longer record Social Security numbers (SSNs) in the Unique Student ID (USID) fields of answer documents. Because non-public students do not have EIS-generated USIDs, an alternative Identification number must be used. Use the following format to create an Alternative ID number: 9 + 5-digit RANDA processing # + 001 to 999 (Ex.: 9 _ _ _ _ _ 001)

Instructional Availability/Class Attendance

Fill in only **one** of the corresponding circles based upon the student's anticipated availability for instruction/enrollment/attendance; this is not an indication of the number of days present when the test is taken. This information is required. If it is not bubbled on the student answer document, this will result in a discrepancy in EdTools SDDV.

For Traditional schedules, select from among the following:
• 150 days or more
• 75–149 days
• 74 days or fewer

For Modified (e.g., block) schedules, select from among the following:
• 75 days or more
• 38–74 days
• 37 days or fewer

Reminders for Spring 2014 Administration

TCAP EdTools

Website updates and improvements on the TDOE EdTools site—https://tdoe.randasolutions.com

Test Administration and Security

Do not allow students to take any part of the TCAP Achievement Test twice. The TCAP Achievement Test must be administered within the set state testing window. Failure to comply with the state testing window will be considered a breach of test security. **NEVER** erase student responses from the student answer document.

Coding for Alternative School Students

For accountability purposes, the school of origin is the school of record for Alternative School students. Transfer to an Alternative School is NOT considered a break in continuous enrollment at the remanding school. If a student would be coded as continuously enrolled had he/she not transferred to the Alternative School, that student will still be coded as continuously enrolled with Membership = 1.

New for Spring 2014

1) Please **do not** print and return to Pearson copies of the School/Group Lists (SGLs).

2) Please affix Rapid Turnaround labels to each Scorable box (see System Return Shipping Kit in the Return Materials Instruction Packet).

3)

During Test Administration

Students may NOT use graph paper during testing. No music of any kind can be played during testing.

Functionally Delayed

Use the "Functionally Delayed" bubble located in the *Other Programs* section of the answer document for any student identified as *Functionally Delayed*. Functionally Delayed is **NOT** an IDEA-recognized category. Do **NOT** use the box entitled "Special Education" to identify Functionally Delayed students. Fill in the circle in the box entitled "Special Accommodations" to indicate the Special Accommodations used with Functionally Delayed students. Functionally Delayed students are **NOT** counted as Special Education for AYP.

Rulers for Grades 3 and 4

Rulers will be used for grades 3 and 4 and always use the current TCAP Achievement rulers during testing.

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SECTION I: TEST SECURITY

State of Tennessee Test Security Law

Tennessee Code Annotated (T.C.A.) 49-1-607 states:

Any person found to have not followed security guidelines for administration of the TCAP test, or successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process, shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license. [Acts 1992, ch. 535, 4.]

State Test Security Measures

The State will:

- Establish security guidelines to ensure the integrity of the testing process.

- Implement safeguards to ensure test content security.

- Communicate through the System Testing Coordinator matters concerning security, material orders, and shipping verifications.

- Provide Distribution and Shipping Logs to ensure accurate inventory of test materials at the system and school levels.

- Conduct random visits during testing to ensure test security and consistency of administration.

- Provide Breach of Testing Security Report forms to document local test security concerns.

- Review submitted Breach of Testing Security Report forms and follow up as needed.

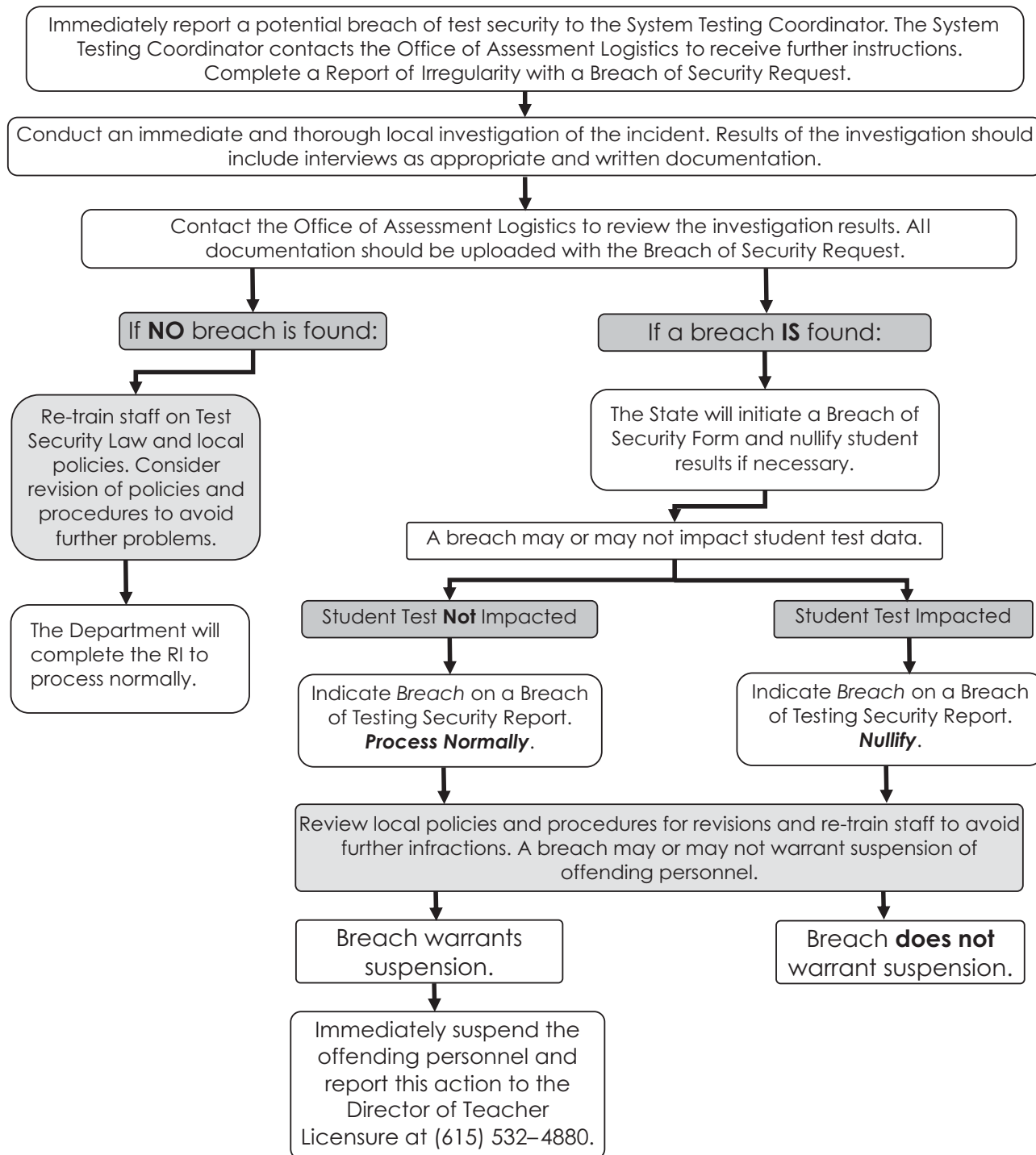- Release student-specific test data only to authorized personnel.

State Test Security Guidelines

The Public School Systems, State Special, and Non-public Schools MUST:

1. Adopt a locally monitored test security policy that incorporates, at a minimum, these State Test Security Guidelines. This policy should include a Testing Code of Ethics for personnel to sign and leave at the district office for documentation.

2. Train all personnel involved in the testing process on State Test Security Law, Security Guidelines, local policy, and test administration procedures; retain training documentation for system records.

3. Implement check-in, check-out, and quantity verification procedures for all test materials at the system level, at the school level, and for each test session.

4. Restrict handling of test materials to authorized personnel at all times.

5. Implement policies and procedures to prohibit all personnel from obtaining knowledge of test items or passage content before, during, and after testing. Discussion of the test content or specific test items with students, parents, or professional colleagues is prohibited, to protect the validity of the test.

6. Return test materials immediately after each test session and when the entire administration is completed. Store test materials in a centrally located, locked room that is inaccessible to unauthorized persons.

7. Create a secure, yet positive, environment for testing. Place appropriate signage outside of test setting to limit interruptions (e.g., Do Not Disturb—Testing in Progress).

8. Conceal or remove all instructional or reference materials in the test setting that are related to the content area being assessed, such as maps, posters, student samples, bulletin board items, familiar study aids such as graphic organizers, models, or number lines that relate to subject content.

9. Turn off all electronic communication devices (cell phones, pagers, PDAs, etc.) in the test setting.

10. Ensure proper calculator use as outlined in the *Test Administration Manual*, making sure that calculators are cleared before and after administration of each test.

11. Confirm each student is the person named on the answer document for every testing session. A photo ID may be required if administrators are not responsible for normal classroom instruction.

12. Require Test Administrators and Proctors to carefully adhere to all test administration and accommodation instructions, following appropriate schedules and time limits, outlined in all test directions.

13. Require Test Administrators and Proctors to remain with the students and be observant and non-disruptive throughout the testing session.

14. Prohibit coaching students in any way during State assessments. Ensure students respond to test items without assistance from anyone.

15. Prohibit reading test items and passages by anyone other than the students being tested, unless indicated in test instructions or accommodations. Secure assessment materials (including pilot or field test materials) shall not be read, reviewed, or analyzed at any time before, during, or after test administration.

16. Ensure that test items are not reproduced, duplicated, or paraphrased in any way, for any reason, by any person. Standard copyright laws must be maintained at all times. Test materials shall not be copied, filed, or used directly in instructional activities. Specific excerpts from the test or paraphrased portions of the test may not be used to create study guides or classroom resources.

17. Maintain confidentiality of student-specific accountability demographic information and test results at all times.

18. Document test security concerns, including missing materials, on the Breach of Testing Security Report form.

19. Make sure to report any breach of security. Failure to report a breach of security compromises the integrity of the testing process and should be treated as a breach of testing security.

Breach of Testing Security Procedures

It is the responsibility of the school system to establish a secure testing environment for all assessments. Open lines of communication should be maintained to encourage suggestions for improvements in testing procedures and for reporting any possible testing impropriety. Upon receipt of any information concerning a possible breach of testing security, school and system administration must initiate an immediate and thorough investigation into the circumstances of the event. Examples of potential breaches may be found in the Tennessee Test Security Law and State Test Security Guidelines. The following chart is provided for guidance in handling potential breach of testing security concerns. Questions should be directed to the Office of Assessment Logistics at tned.assessment@tn.gov.

Immediately report a potential breach of test security to the System Testing Coordinator. The System Testing Coordinator contacts the Office of Assessment Logistics to receive further instructions. Complete a Report of Irregularity with a Breach of Security Request.

Conduct an immediate and thorough local investigation of the incident. Results of the investigation should include interviews as appropriate and written documentation.

Contact the Office of Assessment Logistics to review the investigation results. All documentation should be uploaded with the Breach of Security Request.

If **NO** breach is found:

If a breach **IS** found:

Re-train staff on Test Security Law and local policies. Consider revision of policies and procedures to avoid further problems.

The State will initiate a Breach of Security Form and nullify student results if necessary.

A breach may or may not impact student test data.

The Department will complete the RI to process normally.

Student Test **Not** Impacted

Student Test Impacted

Indicate *Breach* on a Breach of Testing Security Report. *Process Normally*.

Indicate *Breach* on a Breach of Testing Security Report. *Nullify*.

Review local policies and procedures for revisions and re-train staff to avoid further infractions. A breach may or may not warrant suspension of offending personnel.

Breach warrants suspension.

Breach **does not** warrant suspension.

Immediately suspend the offending personnel and report this action to the Director of Teacher Licensure at (615) 532–4880.

Breaches of Test Security must be entered online as a Report of Irregularity.

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RI – Breach of Test Security

Upon receipt of any information concerning a possible breach of testing security, school and system administration must initiate an immediate and thorough investigation into the circumstances of the event and then contact the Office of Assessment Logistics Executive Director to review the investigation results. Complete an online Breach of Testing Security Request form with documentation of the investigation and results, including actions taken. **The answer document of a student involved in a breach must be included with the appropriate GIS and SGL.**

❑ Breaches of Test Security MUST be entered online as a Report of Irregularity (RI). If needed prior to entering online, **blank copies of the Breach form are available at http://www.state.tn.us/education/assessment/tools_resources.shtml**.

❑ To complete the online RI – Breach of Test Security information:

  ❍ Go to EdTools at https://tdoe.randasolutions.com

  ❍ Select "Assessment Forms" from the "Processing" tab.

  1. Select the "Reports of Irregularity (RI)" button at the top of the School Audit.

  2. RI Serial # and Test will be pre-populated.

  3. Select Grade and Content Area.

  4. Select "H. Breach of Security Request."

  5. System and School Name will be pre-populated.

  6. Enter all required information, including:

      ✔ Incident Date
      ✔ Teacher Info (Last Name, First Name)
      ✔ Contact Info (Name, Email)
      ✔ Student involved event
      ✔ Test Date
      ✔ Explanation of Testing Security Event
      ✔ Name of Reporter, Phone Number, Email Address
      ✔ Student Info (Last Name, First Name, Middle, Unique Student ID)
      ✔ Be sure to "Add Student to List."

  7. "Document the Occurrence" field, copy and paste the entire Explanation of Testing Security Event.

  ❍ Once all required fields have been completed, click update at the bottom of the RI form.

❑ To add an attachment go to the top right of the RI form and click to add

❑ To PRINT the online RI – Breach of Testing Security Report:

  ❍ Select the "Print" button at the bottom of the RI.

    • RI Report Viewer will pop up on the screen.
    • Select the "Breach of Security" tab to view the Breach of Testing Security Report.
    • For this form to print properly, be sure to select the print icon (see sample on page 7). Do not use the print option in the Menu Bar.

RI – Breach of Testing Security Request, Sample

Test Security

See below for brief instructions on how to complete an online Breach form.

❑ Select "H. Breach of Security Request."

❏ Complete all required information including:
- Incident Date
- Teacher Information
- Contact Information
- Explanation of Testing Security Event
- Name of Reporter, Phone Number, Email address
- Student Information

From the actual RI:
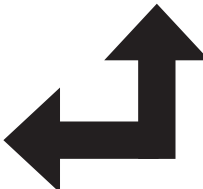
From the RIs **button**

Delete?	RI #	Date Created	Grade	Test Teacher	Recommended Action	Action Taken	Attachments
☐	RI-012059	01/23/2014	3	Daffy Duck	None yet	None yet	0 Add

After clicking to ADD from either screen:

Printing the Breach of Testing Security Report (for system use only)

Click on the Print button located at the bottom of the page.

While the incident is under investigation, the Potential Breach is available for review and print.

If the incident is determined to be a breach, the State will generate a Breach of Security Report and will indicate if student documents require nullification.

Breach of Testing Security Report

TCA 49-1-607. Noncompliance with security guidelines for TCAP or successor test. Any person found to have not followed security guidelines for administration of the TCAP test, or a successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.

Protocol for System Response to Missing Secure Test Materials

1. System Testing Coordinator completes a thorough investigation and documents all related facts.

2. System Testing Coordinator completes an Online Report of Irregularity with a Breach of Testing Security Request.

3. System Testing Coordinator notifies the Director of Schools concerning missing test materials.

4. System Testing Coordinator provides the state with a detailed investigation summary that includes the following information:

   • Specifics about missing secure test materials (e.g., description [answer document, test booklet], quantity, content area)
   • Date test materials were determined missing
   • Last known location of missing test materials
   • Description of storage area for secure test materials
   • Names of all people who had access to area where test materials were stored
   • Name and contact information of Building Testing Coordinator(s) and School Administrator(s)
   • Statements from the administrators, Building Testing Coordinators, teachers, and any others involved
   • Description of current security measures in county/school
   • Plan for improved test security measures at system and school level

Acknowledgement of Test Security Policy

System _____ School _____

T.C.A. 49-1-607. Noncompliance with security guidelines for TCAP or successor test. — *Any person found to have not followed security guidelines for administration of the TCAP test, or a successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license. [Acts 1992, ch. 535, § 4.]*

I hereby certify that I have read and understand the State of Tennessee Test Security Policy. Furthermore, I agree to abide by state test security guidelines and understand that any breach in test security on my part could lead to my dismissal and/or revocation of state license.

Print Name	Signature	Date

System Testing Coordinator's Checklist

BEFORE TESTING

❑ 1. Maintain current communication between the State and local system.
    A) submit contact information for System Testing Coordinator(s) online to the Office of Assessment Logistics
       (1) office email address
       (2) office phone number
       (3) emergency cell phone number
       (4) fax number
       (5) mailing address
       (6) shipping address, if different from mailing address
    B) check email frequently for assessment information
    C) distribute appropriate assessment information systemwide
    D) contact the State with local school assessment concerns, as needed

❑ 2. Implement local test security plan and disseminate information systemwide.

❑ 3. Coordinate test material orders from Building Testing Coordinators and verify for accuracy.
    A) ensure test material orders include all applicable schools, grades, courses, and students
       (1) students enrolled in tested courses and grades
       (2) special education students
       (3) EL students
       (4) transfer students
       (5) students needing modified format tests (i.e., Braille, Large Print, and ELSA)
    B) ensure accuracy of orders to prevent material shortages and late orders
    C) complete online orders according to State schedule; copy, and retain for system records

❑ 4. Attend State assessment meetings for System Testing Coordinators.

❑ 5. Develop testing schedules with school administrators to minimize test security risks. The TCAP Achievement Test must be administered in 6 consecutive days between April 28 and May 9, 2014. All students in a grade level within a school must adhere to the same test schedule with the exception of students who are taking make-up tests or require Special Accommodations (same subject at the same time on the same day).

❑ 6. Notify media and appropriate local officials (e.g., Fire Chief, Community Event Planners) of the testing schedule to prevent test disruptions.

❑ 7. Conduct assessment training session for Building Testing Coordinators and other system personnel.

❑ 8. Establish a restricted, secure storage area for test materials at the system level and ensure that secure areas are designated at each school.

SAVE YOUR BOXES, PALLETS, AND RETURN SHIPPING LABELS!

The boxes in which you received your test materials and any filler (air pillows) should be saved to return the materials to Pearson. If your materials arrived via freight on pallets, be sure to save these to ensure proper return. Also, save all your return shipping labels.

Checklists may be copied—Do not remove from manual

System Testing Coordinator's Checklist (Cont.)

❑ 9. Receive shipment of test materials.
    A) Check packing lists to make sure all materials were received.
    B) Retain pallet(s), if applicable.
    C) Locate the system coordinator kit containing return shipment instructions. If the return packet is not found, contact Pearson.

❑ 10. Verify quantities of all test materials received and distributed.

❑ 11. Provide extra materials from the Central Office box to schools with shortages and document on the Central Office Distribution Log and the security checklist.

❑ 12. Notify the State Department of Education if additional materials are needed. Contact Pearson if test materials are damaged or defective.

❑ 13. Verify each school's Shipping Order Form to document test material inventories.

❑ 14. Distribute restricted test materials to Building Testing Coordinators, adhering to security guidelines. Do not give Test Administrators extra test books (one test book per student present).
    A) Test materials—confirm for appropriate grade level
    B) Appropriate *Teacher Directions*
    C) Modified format tests, as needed
    D) State assessment forms, per school procedures:
        Test Administration Group (TAG) form
        Use this website to complete the following online forms (https://tdoe.randasolutions.com):
        -School/Group List
        -Report of Irregularity
        -Inactive Test Material
        -Breach of Testing Security Request
        -Medical Exemption Request

❑ 15. Implement procedures to ensure all students are assessed and accounted for as required.

❑ 16. For testing policy questions, contact the Office of Assessment Logistics at tned.assessment@tn.gov. For questions regarding shipment of materials, contact Pearson at 1-888-817-8658.

DURING TESTING

❑ 1. Monitor to ensure schools are following testing schedule and local test security plan.

❑ 2. Assist Building Testing Coordinators with problems or emergencies during testing.

AFTER TESTING

❑ 1. Lead all investigations of local test security concerns.

❑ 2. Monitor to ensure Building Testing Coordinators have sorted, checked, and counted used and unused test materials as directed in Building Testing Coordinator's Checklist.
    A) Verify used and unused test materials are collected from each applicable school.
    B) Verify all counts on security checklist.
    C) Verify that an accurate SGL is included for each school and home school.
    D) Verify that the TAG form is completed accurately (and teacher names match the student answer documents and the SGL) and included with each group of answer documents for the teacher listed on the TAG form.
    E) Verify proper coding for all absent and EL Excluded students.

❑ 3. Complete the system security checklist.

❑ 4. Complete a Breach of Testing Security Request for any discrepancies in inventory of test booklets and make note on the security checklist.

System Testing Coordinator's Checklist (Cont.)

☐ 5. Review State assessment forms for appropriate use and accurate completion. Return per instructions. **Note**: Do <u>not</u> write comments on answer documents. The answer documents of students who refuse to test must be returned for scanning as normal and should <u>not</u> be included with the following:
   A) Reports of Irregularity must be completed online (https://tdoe.randasolutions.com)
      (1) do not write comments on answer documents
      (2) review RI information online, make recommendations, approve, and submit
   B) Breach of Testing Security Report (https://tdoe.randasolutions.com)
      (1) review and initiate appropriate investigation
      (2) upload available documentation, including action taken, to the Breach of Testing Security Report form
      (3) retain copy for system use
      (4) complete an online RI for each Breach of Testing Security Report
   C) upload detailed doctor docu. to the med. RI in ed tools Medical Exemption Request (https://tdoe.randasolutions.com) will not be granted without detailed doctor documentation explaining why the student was unable to test. District homebound forms are not sufficient documentation for granting a Medical Exemption. The detailed doctor documentation should include a statement from the doctor explaining why the student (including a homebound student) cannot take the TCAP Achievement Test.
      (1) review and **sign** form
      (2) copy and retain a record for system use
      (3) enter the information from the Medical Exemption Request on the TCAP online RI form
      (4) upload form and attach detailed doctor documentation on the TDOE EDtools website (https://tdoe.randasolutions.com
   D) Inactive Test Material
      (1) complete an ITM form by choosing option "E" as the reason for the RI.
      (2) Upon completion of the RI form you will be prompted to download the form for printing or to continue.
      (3) completed ITM forms only.
      (4) make copy for system use.

☐ 6. Ensure used grades 3–8 answer documents with TAG forms are packed in the **answer document return boxes with respectful scorable return labels**. Note: Verify online SGL on the TDOE EdTools website (https://tdoe.randasolutions.com). **Scorable answer documents should never be returned behind any RIs.**

☐ 7. All unused Pre-ID answer documents should be placed under an unused Pre-ID header and returned with the scorable materials.

☐ 8. Ensure remaining used and unused grades 3–8 test materials, including Central Office Box and security checklist, are **packed in the original shipping boxes** in the specified order (see Section IV, Return Procedures).

☐ 9. For your records, keep the completed security checklist and the number of boxes per school being returned. **Do not return these to Pearson.**

☐ 10. Ship all scorable answer documents and unused Pre-ID documents to Pearson **within 3 business days** after testing is completed.

☐ 11. Ship remaining non-scorable test materials to Pearson **within 5 business days** after testing is completed.

Building Testing Coordinator's Checklist

BEFORE TESTING

❑ 1. Assist System Testing Coordinator with compiling test material orders.

❑ 2. Attend training session for Building Testing Coordinators.

❑ 3. Coordinate with Principal to ensure that the school calendar provides an appropriate test setting free of disruptions (e.g., no field trips, assemblies, building/grounds maintenance, visitors).

❑ 4. Disseminate testing schedule, test security plan, and other testing information to school personnel and parents/guardians.

❑ 5. Conduct or reinforce training for Test Administrators and Proctors and provide documentation to System Testing Coordinator.

❑ 6. Establish a restricted, secure, centrally located storage area for test materials.

❑ 7. Count to confirm test materials received and document on the school packing list **(retain boxes and return address labels for return shipment)**.

❑ 8. Establish a secure and efficient plan for distributing, collecting, and storing test materials.
A) use the security checklist provided for checking in and out materials
B) require Test Administrator signature before and after each test session
C) count test materials before and after each test session

❑ 9. Distribute *Test Administration Manuals* and 3–8 *Teacher Directions* to Test Administrators.

❑ 10. Monitor to ensure Test Administrators have obtained rosters of students to be assessed.

❑ 11. Distribute practice materials, if available. **Do not return practice materials** to Pearson.

❑ 12. Verify the building and each test setting are appropriately prepared.
A) common areas are free of instructional and reference materials
B) instructional materials are concealed or removed from test settings
C) seating is arranged to ensure students work without assistance from others

❑ 13. Ensure all test settings have appropriate test materials.

❑ 14. Distribute secure test materials immediately prior to each test session, adhering to security guidelines. Do not give Test Administrators extra test books (one test book per student present).
A) test materials—confirm for appropriate grade level
B) modified format tests, as needed
C) State assessment forms, per school procedures:
  (1) Test Administration Group (TAG) form
  (2) Report of Irregularity (RI) (https://tdoe.randasolutions.com)
  (3) Inactive Test Material (ITM)
  (4) Breach of Testing Security Report (https://tdoe.randasolutions.com)

DURING TESTING

❑ 1. Monitor to enforce the local test security plan and test schedule.
A) ensure electronic communication devices are turned off
B) conduct spot checks of test settings
C) assist Test Administrators and Proctors with emergencies during testing
D) ensure Test Administrators and Proctors do not read test items or passages unless involved in a Read Aloud accommodation
E) notify System Testing Coordinator of any suspected testing security concerns

❑ 2. Work with school administration to minimize test disruptions (e.g., announcements, bells, lunch schedule).

❑ 3. Ensure secure storage of test materials before, during, between, and after each test session.

Checklists may be copied—Do not remove from manual

Building Testing Coordinator's Checklist (Cont.)

AFTER TESTING

☐ 1. Collect and count all test materials after each test session.

☐ 2. Ensure that all circles that students intended to mark are filled in completely, all stray pencil marks are erased, and all erasures are complete.

☐ 3. Use the security checklist to confirm all materials are received.

☐ 4. Verify scratch paper does not contain any inappropriate information and destroy. If inappropriate information is found, complete an RI or Breach form as needed.

☐ 5. Take the rosters of absent students to the appropriate personnel to schedule make-up tests.

☐ 6. Complete a Medical Exemption Request form for qualified students (https://tdoe.randasolutions.com). Medical Exemption Requests will not be granted without detailed doctor documentation explaining why the student was unable to test. District homebound forms are not sufficient documentation for granting a Medical Exemption. The detailed doctor documentation should include a statement from the doctor explaining why the student (including a homebound student) cannot take the TCAP Achievement Test. **Do not send these forms to Pearson.**

☐ 7. Ensure that answer documents are appropriately completed in a secure setting for all absent students who were unable to make up <u>any part</u> of the test (see Section II, Make-Up Testing).

☐ 8. Insert used make-up materials into stacks per instructions (see Section II, Make-Up Testing).

☐ 9. Ensure proper completion and placement of each TAG form (see IV, Test Administration Group [TAG] Form).

☐ 10. Verify students' answer documents included under the TAG form have been placed with the appropriate teacher.

☐ 11. Complete any Medical Exemption requests or Breach of Testing Security Reports as needed. (see Section IV, Return Procedures).

☐ 12. Sort, check, and count test materials at the conclusion of all testing, including make-up tests.
   A) verify that answer documents have been removed from test booklets
   B) do not write comments on answer documents
   C) answer documents should be stacked with demographic grids face up and cut corners aligned at upper left side

☐ 13. All used answer documents must be accompanied by a TAG form or ITM form. Duplicates and those documents filled out in error must go under a completed ITM form with the appropriate box checked. There should be NO loose used answer documents in the returned materials.
   A) all used answer documents
      (1) **verify all student demographic information, including Code A or B data**
      (2) place answer documents under the appropriate TAG form
      (3) paper band TAG form and related answer documents
   B) used modified format tests (see Section III, Test Accommodations)
      (1) ensure proper transcription of Braille and Large Print responses, if applicable
      (2) place Braille and Large Print transcribed answer document under the appropriate TAG form
      (3) ensure proper handling of Braille CDs.

Test Administration

Building Testing Coordinator's Checklist

Building Testing Coordinator's Checklist (Cont.)

❏ 14. Assemble answer documents with TAG form on top by class and/or grade.
- A) TAG form
- B) all regular and transcribed answer documents for teacher on TAG form
- C) ensure answer documents are stacked with demographic grids face up and cut corners aligned at upper left side under the appropriate TAG form
- D) paper band TAG form and related answer documents

❏ 15. Review remaining State assessment forms.
- A) review RI forms
  - (1) verify appropriate use and accurate completion
  - (2) enter RI information on the TDOE EdTools website (https://tdoe.randasolutions.com)
  - (3) do not return paper RI to state
  - (4) keep RI for school use
  - (5) upload the completed forms to the TDOE EdTools website
- B) completed Breach of Testing Security Report and Medical Exemption Request
  - (1) verify appropriate use, accurate completion, and **sign**
  - (2) make a copy and retain for school use
- C) inactive test materials
  - (1) ensure materials are those documented on the form
  - (2) verify use of form corresponds to allowed reasons only

❏ 16. Review other used and unused materials.
- A) unused Pre-ID Answer Documents
  - (1) place all unused Pre-ID answer documents under the Unused Pre-ID header sheet
  - (2) paper band header sheet and related answer documents
  - (3) return with the scorable answer documents
- B) used test books
  - (1) test booklets marked with student names and/or random markings
  - (2) inaccurately completed TAG forms
- C) unused blank answer documents and unused TAG forms
  - (1) unused TAG forms
  - (2) unused blank answer documents
- D) ancillary materials
  - (1) *Test Administration Manuals*
  - (2) *Teacher Directions*
  - (3) blank State assessment forms
- E) materials with manufacturing defects (e.g., missing pages, illegible printing, miscollated pages, faulty binding). Label such materials with "manufacturing defects" and include under a completed ITM form. Notify Pearson if numerous defects are found and if additional test materials are needed.

❏ 17. Complete the School/Group List (SGL); enter SGL information on the TDOE EdTools website (https://tdoe.randasolutions.com). SGL and TAG form must match exactly.

❏ 18. Compile all used and unused test materials in the specified order and return them to the System Testing Coordinator (see Section IV, Return Procedures). Include a list of all students coded "Absent."

❏ 19. Make a list of each box's contents (i.e., grade/teacher information) to retain for school records.

Examine all test booklets to ensure that no used or unused answer documents have been left inside. Make sure all answer documents are returned accordingly under a TAG or Unused Header form.

Checklists may be copied—Do not remove from manual

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System Packing List, Sample

TENNESSEE

ACHIEVEMENT

SPRING 2014

PEARSON

Deliver To: 000010000
SAMPLE COUNTY
123 MAIN ST
CENTER TOWN, TN 12345
SYSTEM TESTING COORDINATOR
Phone: (615) xxx-xxxx

Ship To: 000010000
SAMPLE COUNTY
123 MAIN ST
CENTER TOWN, TN 12345
SYSTEM TESTING COORDINATOR
Phone: (615) xxx-xxxx

PLEASE REVIEW THE SYSTEM PACKING LIST TO VERIFY THE RECEIPT OF MATERIALS LISTED.

	Item Description	Package Details	Total Qty Packed	Qty Back Ordered	Packed in Box Number
TNxxxxx001	SYSTEM COORDINATOR KIT, ACH, 2014	Package	1	0	1
TNxxxxx002	SYSTEM RETURN KIT, ACH, 2014	Package	1	0	1
TNxxxxx003	ACH TEACHER DIRECTIONS, 2013-14	Single	8	0	1
TNxxxxx004	MAAS TEACHER DIRECTIONS, 2013-14	Single	4	0	1
TNxxxxx005	TAM, ACH 2012-2014	Single	4	0	1
TNxxxxx006	TAG FORM, ACH, SYSTEM	1 Pack of 20	20	0	1
TN xxxxx007	AD, ACH, SPR14, GR 3, PKG-10	1 Pack of 10	10	0	1
TNxxxxx008	AD, ACH, SPR14, GR 3, PKG-5	1 Pack of 5	5	0	1
TNxxxxx009	AD, MAAS, SPR14, GR 3	Single	2	0	1
TNxxxxx010	AD, ACH, SPR14, GR 4, PKG-10	1 Pack of 10	10	0	1
TNxxxxx011	AD, ACH, SPR14, GR 4, PKG-5	1 Pack of 5	5	0	1
TNxxxxx012	AD, MAAS, SPR14, GR 4	Single	2	0	1
TNxxxxx013	AD, ACH, SPR14, GR 5, PKG-10	1 Pack of 10	10	0	1
TNxxxxx014	AD, ACH, SPR14, GR 5, PKG-5	1 Pack of 5	5	0	1
TNxxxxx015	AD, MAAS, SPR14, GR 5	Single	2	0	1

Security Checklist

System Security Checklist

Materials returned by systems will undergo security check-in processes to verify that all test books distributed to schools/systems have been returned by those schools/systems. Should Pearson determine any discrepancies with the materials returned versus the materials that were initially distributed, Pearson representatives will contact the system testing coordinators to report and resolve discrepancies.

Each central office and school will receive a security checklist. The security checklist will assist you to track where and to whom the secure test books were distributed for administering the Achievement test.

The security checklists will be available for download from PearsonAccess. Go to PearsonAccess>Test Results>Reports>Security Checklist Download.

The security checklist that is packed in the central office box lists those test books that have been packaged and shipped within the central office box as part of overage. As test books are taken from the overage and distributed to schools, it should indicate where those materials were distributed and who is responsible for returning those materials.

Tennessee Achievement

Spring 2014

System Security Checklist

PEARSON

Deliver To: 000010000
SAMPLE COUNTY
123 MAIN ST
CENTERTOWN, TN 12345
SYSTEM TESTING COORDINATOR

Phone: (615) xxx-xxxx
Fax: (615) xxx-xxxx

Ship To: 000010000
SAMPLE COUNTY
123 MAIN ST
CENTERTOWN, TN 12345
SYSTEM TESTING COORDINATOR

Phone: (615) xxx-xxxx
Fax: (615) xxx-xxxx

The following list contains the security numbers of all your secure test materials. Please complete this form and retain for your records so you can refer to it if an investigation of missing materials takes place.

Overage TB, ACH, GR 3 PKG-5

Security Number(s)	Issued School/Test Coordinator	Date Issued	Date Returned	Reason Not Returned
xxxxxxx001				
xxxxxxx002				
xxxxxxx003				
xxxxxxx004				
xxxxxxx005				
xxxxxxx006				

For Internal Use Only

				01-MAR-13 10:17
Pick Batch: 595942	Delivery: 6947796	Order/Line: 1409113/1	Sequence: 00004	Page 1 of 5

School Security Checklist

The school security checklist is packed in the first school box. The school security checklist should be used each day at the start and end of testing to ensure tracking of each test book and who has checked out test materials. Completing the field indicating the student assigned to each test book is optional, but could assist you with any investigation after testing.

Each day at the start of testing, the test books should be removed from the secured area and signed out. At the end of the testing period each day, the test books should be returned to the same area.

Tennessee Achievement

Spring 2014

PEARSON

School Security Checklist

Deliver To: 000010005
SAMPLE COUNTY HIGH SCHOOL

Ship To: 000010000
SAMPLE COUNTY
123 MAIN ST
CENTERTOWN, TN 12345
SYSTEM TESTING COORDINATOR

Phone: (615) xxx-xxxx
Fax: (615) xxx-xxxx

The following list contains the security numbers of all your secure test materials. Please complete this form and retain for your records so you can refer to it if an investigation of missing materials takes place.

TB, ACH, GR 3, PKG-5

Security Number(s)	Test Administrator	Student Name (optional)	Out Day 1	In Day1	Out Day 2	In Day 2	Out Day 3	In Day 3	Out Day 4	In Day 4	Reason Not Returned
xxxxxxx001											
xxxxxxx002											
xxxxxxx003											
xxxxxxx004											

For Internal Use Only
Pick Batch: 595942   Delivery: 6947796   Order/Line: 1409113/1   Sequence: 00004
01-MAR-13 10:17
Page 1 of 4

Both the system and school security checklist should be retained prior to packaging and returning your test books to Pearson for processing. In the event you have test books that are still in their shrink-wrapped package, you do not need to open to return. Return all unused test books in unopened packages.

Pearson will conduct a security resolution process to determine that all secure test materials have been returned. If any secure test materials are missing, the Pearson program team will contact the system testing coordinator to resolve the problem.

A final report of security resolution will be provided to the Tennessee Department of Education at the end of processing and any further action needed will be conducted by its staff.

CENTRAL OFFICE DISTRIBUTION LOG

School # / Name: _____ **Test:** ACHIEVEMENT

Instructions: This distribution log is to be duplicated as needed. <u>Using one page per school</u>, record all test materials (test books, answer sheets, manuals) that are sent to each school from the central office extra box. It is extremely important that the record for each school is kept completely and accurately and that each school's record is returned in Box #1 of the Central Office Extra Material box/boxes.

GRADE	# BOOKLETS	# MANUALS	# ANSWER DOCS	BY
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Test Administrator's Checklist

BEFORE TESTING

❏ 1. Attend Test Administrator training session.

❏ 2. Incorporate the school test schedule into class planning.

❏ 3. Announce the test dates to students and parents/guardians and discourage scheduling appointments that would conflict with the testing sessions.

❏ 4. Explain the purpose of the test to the students.

❏ 5. Review the *Test Administration Manual* at http://www.state.tn.us/education/assessment/achievement.shtml.

❏ 6. Obtain roster of all students to be assessed and ensure student demographic information is available for answer document coding.

❏ 7. Identify students needing Allowable Accommodations, Special Accommodations, English Language Learner (EL) Accommodations, EL Exclusion, and/or modified format tests (see Section III, Test Accommodations).

❏ 8. Identify and make arrangements for students needing scheduled medical assistance to receive care that will allow them to participate uninterrupted throughout the testing session.

❏ 9. Familiarize students with appropriate methods for marking responses on this type of test.

❏ 10. Execute practice activities, if available. **Do not return practice materials** to Pearson.
  A) distribute and administer practice activities to students

❏ 11. Prepare the test setting.
  A) conceal or remove all instructional or reference materials (e.g., maps, posters, student samples, bulletin board items, graphic organizers, models, alphabet)
  B) arrange the test setting to ensure students work without any assistance from others

❏ 12. Ensure appropriate testing materials are available for each test session.
  A) No. 2 pencils with erasers
  B) watch or clock; projected timers are not allowed
  C) test documents—confirm appropriate grade level
  D) answer documents—confirm appropriate grade level
  E) materials required for student accommodations or modified format tests
  F) *Test Administration Manual*
  G) State assessment forms:
    (1) Test Administration Group (TAG) form
    (2) Report of Irregularity (RI) (https://tdoe.randasolutions.com)
  H) *Teacher Directions*
  I) blank scratch paper (for Mathematics only; no graph paper allowed)
  J) appropriate calculators (for Mathematics only per system policy)
  K) punch-out rulers

❏ 13. **Do not read test items or passages** before, during, or after testing unless involved in a Read Aloud accommodation session.

❏ 14. If reading is required due to accommodations, do not discuss test contents with anyone before, during, or after testing.

Test Administrator's Checklist (Cont.)

☐ 15. Pre-claiming students for Teacher Effect
    A) Page 4 of the Achievement answer document allows teachers to "pre-claim" their students for Teacher Effect.
    B) Teacher license and content information was pre-coded based on EIS data.
    C) **If an additional teacher license number needs to be bubbled, it should be bubbled before student testing.**

DURING TESTING

☐ 1. Post a "DO NOT DISTURB" sign at the entrance of the testing site.

☐ 2. Turn off all electronic communication devices (cell phones, pagers, PDAs, etc.). No music of any kind can be played during testing.

☐ 3. Provide a clean testing space for each student and remove all extraneous items (e.g., food, beverages, candy, backpacks, purses, textbooks, notebooks).

☐ 4. Confirm each student has appropriate materials for each test session.
    A) No. 2 pencils
    B) blank scratch paper (for Mathematics only; no graph paper allowed)
    C) other allowable materials

☐ 5. Implement a smooth method for distributing and collecting test materials.
    A) ensure only authorized adults handle materials
    B) count to confirm quantities of assessment materials received, distributed, collected, and returned
    C) verify test documents are appropriate grade level for students being assessed
    D) review plan for distribution and collection of test materials with students
    E) instruct students to sign any scratch paper
    F) distribute test materials efficiently and accurately on each day of test administrations. Verify daily the version number is coded on the answer document and matches the test booklet for each student. *(Ensure each student receives the same answer document and test booklet for each testing session.)*

☐ 6. Ensure that students receive the correct Pre-ID answer document.
    A) instruct each student to verify that his/her answer document has his/her name on it
    B) explain to students that they are not to bubble any demographic information in the Pre-ID fields

☐ 7. Ensure students' names are written on the test booklets.
    A) instruct students to mark the test version found on the front of the test booklet in the appropriate area on the student demographic part of the answer document
    B) confirm before testing that the version marked on each student answer document corresponds to the version number on his/her test booklet

☐ 8. Instruct students on appropriate methods for marking responses.
    A) fill the circle completely with a solid, dark mark
    B) make no stray marks
    C) erase changes completely
    D) discourage students from marking responses randomly
    E) choose only one response per item because marking multiple responses will negatively affect the student's score.

☐ 9. Complete student demographic information (see Coding Instructions for Grades 3–8). If student demographic information is already coded, ensure each student is the person named on the answer document at the beginning of every test session. *(Ensure each student receives the same answer document and test booklet for each testing session.)*

Test Administrator's Checklist (Cont.)

- ❑ 10. Ensure students understand directions for taking the test.
  - A) encourage students to attempt all items
  - B) assist students with mechanical acts, such as finding the correct place to begin test/subtest
  - C) make sure students respond to the test without help from anyone
  - D) do not provide assistance that could indicate an answer

- ❑ 11. Administer the test, observing all time limits and start/stop commands.

- ❑ 12. Use the roster of students to denote absentees from test/subtest.

- ❑ 13. Remain with the students and be observant and non-disruptive throughout the test session.

- ❑ 14. Manage test disruptions to ensure the validity of test results.
  - A) test disruptions must be avoided
  - B) students who **must** temporarily leave during the test session **must not** have access to reference materials
  - C) enforce applicable time limits; document beginning and ending of any disruption or temporary absence, and modify test session stopping time for affected student(s) accordingly
  - D) document incidents on RI, as appropriate
  - E) maintain test security during all breaks

AFTER TESTING

- ❑ 1. Notify Building Testing Coordinator immediately of any suspected testing security concerns.

- ❑ 2. Verify each student is the person named on the answer document.

- ❑ 3. Collect all answer documents after every test session.
  - A) count to confirm all answer documents are collected
  - B) **INCLUDE FOR SCANNING THE ANSWER DOCUMENT FOR ANY STUDENT REQUIRED TO TEST WHO REFUSES TO TEST; DO NOT CODE REFUSALS AS "ABSENT."** Complete an RI, following instructions (see Section IV, Report of Irregularity [RI]).
  - C) ensure student demographics are filled out completely
  - D) erase the "Absent" bubble if a student makes up any part of a test
  - E) remove any tape, sticky notes, staples, paper clips, etc.
  - F) notify Building Testing Coordinator of any duplicate, significantly damaged, contaminated, or bio-hazard (e.g., vomit, blood) documents for review

- ❑ 4. Collect all test materials after every test session.
  - A) examine test booklets to ensure no used answer documents have been left in error
  - B) count to confirm all materials have been collected
  - C) remove any tape, sticky notes, staples, paper clips, etc.
  - D) ensure all scratch paper has been signed and collected
  - E) examine scratch paper for any inappropriate information and complete an RI if needed
  - F) identify test booklets to be included under ITM (see Section IV, Inactive Test Material [ITM])
  - G) place ITM materials together

- ❑ 5. Transcribe any responses from Braille or Large Print test books to the Achievement answer documents in a secure setting per instructions (see Section III, Braille Test Instructions and Large Print Test Instructions).

- ❑ 6. Compile a list of absent students, noting test/subtest missed, and give to the Building Testing Coordinator at the completion of the test administration.

- ❑ 7. Complete the TAG form, according to instructions, per school procedures (see Section IV, Test Administration Group [TAG] Form).

Test Administrator's Checklist (Cont.)

❑ 8. Complete and **sign** all appropriate State assessment forms according to school procedures (see Section IV, Post-Test Procedures).
  Note: Do <u>not</u> write comments on answer documents.
  A) Online RI as needed
  B) Breach of Testing Security Report as needed
  C) Medical Exemption Request as needed
  D) ITM form (as needed)

❑ 9. Assemble and return all test materials to the Building Testing Coordinator, separated according to school procedures.
  A) scratch paper
  B) list of absentees (do not send the list back to the state)
  C) completed TAG form, per school instructions
  D) used answer documents (answer documents should be stacked with demographic grids face up and cut corners aligned at upper left side)
  E) modified format tests and transcribed answer documents
  F) completed Reports of Irregularity, Breach of Testing Security Reports forms, ITM forms, and Medical Exemption Request forms
  G) other used and unused test materials
    (1) used test booklets, including those marked with student names and/or stray marks
    (2) unused Pre-ID answer documents
    (3) blank answer documents and unused test books
  H) ancillary materials
    (1) *Test Administration Manuals*
    (2) *Teacher Directions*
    (3) blank and inaccurately completed State assessment forms
  I) materials with manufacturing defects (notify the Building Testing Coordinator)

  Note: EVERY ANSWER DOCUMENT MUST BE RETURNED WITH MATERIALS FOR SCANNING. Place those to be scanned with the appropriate TAG form for processing. Unused Pre-ID documents must be returned under the Unused Pre-ID Header.

Examine all test booklets to ensure that no used or unused answer documents have been left inside. Make sure all answer documents are returned accordingly under a TAG or Unused Header form.

Coding Instructions for K–2 Test Booklets

Incorrect, incomplete, or illegible information will result in inaccurate student data, will delay test processing, and may have a negative impact on final print reports. Fill in only one circle in each column.

In order to assist test delivery and increase the accuracy of reported data, the Department of Education has implemented a process to collect student information. Pre-ID labels will be provided to only public schools using your student information that is located in the EIS database.

Pre-ID labels are packaged in your test coordinators kit for your school. They are sorted by grade/test administrator/alphabetically by student last name. Your student's Pre-ID label should be applied to his/her test booklet prior to testing

```
TTTPUBLICMASST, ABCDE
USID: 137000198      DOB: 12/24/92      G: 01

SYSTEM: TTT PUB SYSTEM B
SCHOOL: TTT PUB SCHOOL BB
00003-0031
```

000000058-2

SAMPLE PRE-ID LABEL

Coding Instructions for K–2 (Cont.)

Apply your student's Pre-ID label in the lower left hand corner as shown in the sample above. Incorrect placement of your Pre-ID label could delay processing your testing documents.

For test booklets with a Pre-ID label applied, bubble any data fields that have not been pre-bubbled (Test Version, Membership Data, Code A or B, Absentee Status, Other Programs, Title I, ESL Services, Special Education, Modified Format Test, Special Accommodations).

If a student does not have a Pre-ID label, a blank test booklet must be used with all necessary demographic information bubbled.

Follow the coding instructions for any blank test booklets that need to be bubbled or any data fields being collected on the test booklet.

❑ Ensure student demographic information is properly marked.

- use a No. 2 pencil to make dark, solid marks that fill the circle completely
- make no stray marks
- marking more than one circle in each column will invalidate the coding
- erase changes completely

❑ Coding instructions for grades K–2 follow. Do not bubble for any field already printed on the Pre-ID label.

1. **Name:** Print the student's full legal name (LAST, FIRST, and MIDDLE INITIAL) in the spaces provided. If there are not enough spaces, print only as many letters as there are spaces. Fill in the corresponding circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.

2. **Ethnic Origin:** Fill in the one circle that best represents the student's ethnic origin. Select only one bubble in this field.

3. **Race:** Regardless of your choice in the Ethic Origin field, select the racial category or categories that best represent the student. Select as many bubbles as apply to the student.

4. **Birth Date:** Write the date of birth in the spaces provided. Fill in the appropriate circles in each column for the month, day, and year of birth. If day is a single-digit number, precede it with a zero (0). (Note: A century bubble has been added to the *Birth Date Year* field.)

5. **Unique Student ID (USID):** The USID, which is obtained from the EIS system, must be printed and the corresponding circles filled in below each number on the answer document. If the number has fewer than nine digits, use leading zeros. Non-public schools/facilities will not have EIS-generated numbers.

6. **Test Version:** Fill in the bubble for Version 1 (there is only one version).

7. **TAG ID:** Bubble the TAG ID number from the TAG form on each answer document placed under the TAG form.

8. **Test Administrator, System, and School:** Names must be printed in the appropriate spaces. For private schools, system name should be the same as school name. Note: The complete Test Administrator name (last name, space, first name) is required for reporting. The Test Administrator's name must be written exactly as it appears on the TAG form.

9. **Instructional Availability:** Fill in only one of the corresponding circles based upon the student's anticipated availability for instruction/enrollment/attendance; this is not an indication of the number of days present when the test is taken. This information is required. If it is not bubbled on the student answer document, this will result a discrepancy in EdTools SDDV.

Coding Instructions for K–2 (Cont.)

For Traditional schedules, select from among the following:

○ 150 days or more
○ 75–149 days
○ 74 days or fewer

For Modified schedules, select from among the following:

○ 75 days or more
○ 38–74 days
○ 37 days or fewer

10. **Gender:** Fill in the appropriate circle.

11. **Optional Codes:** Do not make any marks or fill in any bubbles in this area (Optional Codes) without permission from the Office of Assessment Logistics.

12. **Membership:** Fill in the circle corresponding to the student's enrollment. These data are gathered for AYP Accountability. This information is required. If it is not bubbled on the student demographic page of the test booklet, this will result a discrepancy in EdTools SDDV.

    ○ 1. The student **HAS BEEN** continuously enrolled in this school at some point in the 1st reporting period.

    ○ 2. The student has **NOT** been continuously enrolled in this school but **HAS BEEN** enrolled in this school district at some point in the 1st reporting period.

    ○ 3. The student has **NOT** been continuously enrolled in this school district but **HAS BEEN** enrolled in a Tennessee public school district at some point in the 1st reporting period.

    ○ 4. The student has **NOT** been continuously enrolled in a Tennessee public school district at some point in the 1st reporting period. **Note:** Home School and Private School students should be coded in this area.

13. **Code A or B (All schools complete this information):** Fill in the appropriate circle for **each** child in **every** school. This information is required. If it is not bubbled on the student answer document, this will result a discrepancy in EdTools SDDV.

    ○ Code A: ELIGIBLE for free or reduced price lunch

    ○ Code B: NOT eligible for free or reduced price lunch

    > Code A or B:
    > Federal Law [Title I of the Elementary and Secondary Education Act as amended by Title I of the Improving America's Schools Act (IASA, P.L. 103-382), Section 111 (b)(3)(1)] requires the disaggregation of student performance on state-mandated tests by certain categories including economically disadvantaged as compared to those who are not economically disadvantaged. This requirement applies to all students taking all state-mandated assessments. Extreme confidentiality when entering this data must be maintained. Any questions concerning this coding should be directed to the local School Nutrition Coordinator or the State Director of School Nutrition at (615) 532-4714.

14. **Absentee Status:**

    ○ Fill in the corresponding circle if the student is absent from the entire test. Do not complete an answer document for students not enrolled who plan to take the test but do not do so.

    ○ "Absent" should be marked only for students who are currently enrolled but are not present to take **ANY** portion of the test throughout the entire testing window.

    ○ "Absent" should **NOT** be marked for students who are present but refuse to test or who leave during the test administration without completing the subtest(s).

    ○ If the student makes up **ANY** part of the test, erase the "Absent" bubble completely.

Coding Instructions for K–2 (Cont.)

15. **Other Programs:** To ensure accuracy, Test Administrators should complete this section for students who receive special services.

    ○ 504 Service Plan: Fill in the corresponding circle if the student has a 504 Service Plan.

    ○ Gifted: Fill in the corresponding circle if the student qualifies as gifted. Gifted is not an IDEA recognized category.

    ○ Functionally Delayed: Fill in the corresponding circle if the student is identified as Functionally Delayed. Functionally Delayed is not an IDEA recognized category. (Do not bubble special education hours.)

    ○ Migrant: Fill in the corresponding circle if the student qualifies with a Migrant Education Certification of Eligibility (COE). For a list of children with COEs, contact the local Title I Director.

    ○ Homebound: Fill in the corresponding circle if the student qualifies as a Homebound student who is tested.

16. **Title I (Only schools receiving Title I funds complete this information):**

    ○ SWP—School Wide Programs: Fill in the corresponding circle for **each** student in the Title I school wide project school.

    ○ TAS—Targeted Assisted Schools: Fill in the corresponding circle for **each** student in the Title I targeted assisted school.

17. **ESL Services:** In the first calendar year (less than 365 days) an ESL student is enrolled in a U.S. school, he/she may be exempted from participation in the Reading/Language Arts content area of the TCAP Achievement Test. A recently arrived EL student must participate in the Mathematics, Science, and Social Studies content areas of the TCAP Achievement Test. Fill in the appropriate circle (only one) to indicate the student's testing status.

    ○ EL (English Language Learner): Fill in the corresponding circle if the student qualifies as an EL. **Note:** Not all EL students are EL Excluded.

    ○ T1/T2: Fill in the corresponding circle if the student qualifies as a transitional EL student. Transitional EL students are non-English language background students who were classified as EL based on the Test of English Fluency and scored fluent English proficient or above on all subtests of the Test of English Fluency. Students are classified as Transitional 1 (T1) the first year after scoring proficient and as Transitional 2 (T2) the second year. T1 and T2 students are now eligible for EL accommodations.

    ○ Transitional EL students are exited from monitoring following the second successful year in which they score proficient or above on the state-mandated language proficiency assessment.

18. **EL Accommodations:** Fill out EL Accommodations for students who qualify according to State Criteria. Fill in the circle corresponding to the accommodation used. Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for EL is darkened on the answer document. T1 and T2 students are now eligible for EL accommodations.

    ○ Q extended time

    ○ R bilingual dictionary

    ○ S read aloud **in English** internal **test instructions verbatim**

    ○ T read aloud **in English** internal **test items verbatim**

Coding Instructions for K–2 (Cont.)

19 **Special Education:** Fill in the circle corresponding to the appropriate number of hours for **each** student receiving special education services. Do not code special education hours for Functionally Delayed students or students with a 504 Service Plan.

   ○ Less than 4 hours per week

   ○ 4–22 hours per week

   ○ 23 or more hours per week

20 **Modified Format Test:** Fill in the circle corresponding to the modified format used.
   Note: Incorrectly or inappropriately completing these circles may affect the student's score.

   ○ Large Print

21 **Special Accommodations for grades K–2 (According to State Criteria):**
   Fill in the circle corresponding to the accommodation used. Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan, Functionally Delayed, Gifted, or the number of Special Education hours received is darkened on the answer document.

   ○ A Extended Time

   ○ B Read Aloud Internal Test Instructions/Items

   ○ C Prompting Upon Request

   ○ D Interpreter Signs/Cues

   ○ E Manipulatives

   ○ F Assistive Technology

   ○ H Scribe (H does not appear on the answer document since it is an allowable accommodation)

   ○ I Unique Accommodations

   Important note: Scribe is an **Allowable** Accommodation (not Special Accommodation) for the TCAP Achievement/ELSA Test.

K–2 Color-Coded Test Books

Kindergarten—Oak; Grade 1—Violet; Grade 2—Avocado

Samples of the Demographic Information for K–2, Grades 3–8 ACH, and Grades 3–8 MAAS are on the following pages.

K–2 Student Demographic Information, Sample

Test Administration

TAG ID

TEST ADMINISTRATOR

SYSTEM NAME

SCHOOL NAME

STATE USE ONLY
A1 B1 C1
A2 B2 C2
A3 B3 C3
A4 B4 C4

TCAP
TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM

Grade 1 Readiness (Kindergarten) Form A

BIRTH DATE — Month / Day / Year

GENDER ○ Female ○ Male

MEMBERSHIP ○1 ○3 ○2 ○4

UNIQUE STUDENT ID

OPTIONAL CODES 1 2 3 4 5 6 7 8 9

TEST VERSION ①

ETHNIC ORIGIN
Must Choose Only One:
○ Hispanic or Latino   ○ Non-Hispanic or Non-Latino

RACE
Must choose a minimum of one, or as many as apply:
○ American Indian or Alaska Native
○ Asian
○ Black or African American
○ Native Hawaiian or Other Pacific Islander
○ White

INSTRUCTIONAL AVAILABILITY
To be completed by school personnel ONLY

Traditional
○ 150 days or more
○ 75-149 days
○ 74 days or fewer

Modified
○ 75 days or more
○ 38-74 days
○ 37 days or fewer

CODE A B
○ Code A   ○ Code B

ABSENTEE STATUS
○ Absent

LAST NAME   **FIRST NAME**   **MI**

OTHER PROGRAMS
○ 504 Service Plan
○ Gifted (Do not bubble Sp. Ed. hours)
○ Functionally Delayed (Do not bubble Sp. Ed. hours)
○ Migrant
○ Homebound

ESL SERVICES
Choose Only One:
○ EL   ○ T1/T2

Accommodations
EL SE LP
○ ○ ○

TITLE I
○ Title I SWP (Schoolwide Programs)
○ Title I TAS (Targeted Assisted Schools)

SPECIAL EDUCATION
○ Special Education Services (less than 4 hours per week)
○ Special Education Services (4 through 22 hours per week)
○ Special Education Services (23 or more hours per week)

DO NOT TEAR HERE

TCAP Pre-ID

Teacher of Record Linkage Information for Teacher Effect Data

Key and Marking Instructions:

- **RE** = Reading
- **MA** = Math
- **LA** = Language Arts

* Each Teacher is to fill in their respective content area(s) and license number for each student.
* Make sure license number is complete with all nine (9) digits. Please use leading zeroes for license numbers.

CONTENT AREA	LICENSE NUMBER
RE ○ MA ○ LA ○	0000000000 1111111111 2222222222 3333333333 4444444444 5555555555 6666666666 7777777777 8888888888 9999999999

CONTENT AREA	LICENSE NUMBER
RE ○ MA ○ LA ○	0000000000 1111111111 2222222222 3333333333 4444444444 5555555555 6666666666 7777777777 8888888888 9999999999

CONTENT AREA	LICENSE NUMBER
RE ○ MA ○ LA ○	0000000000 1111111111 2222222222 3333333333 4444444444 5555555555 6666666666 7777777777 8888888888 9999999999

PLEASE DO NOT WRITE IN THIS AREA

○○○○○○○○○○○○○○○○○○○○○○○○○○○ **SERIAL #**

2

Grades 3–8, Form E Achievement Test
Student Accountability Demographic Information, Sample

Test Administration

DO NOT TEAR HERE

1 LAST NAME   FIRST NAME   MI

2 ETHNIC ORIGIN
Must Choose Only One:
- Hispanic or Latino
- Non-Hispanic or Non-Latino

3 RACE
Must choose a minimum of one, or as many as apply:
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

4 BIRTH DATE
Month | Day | Year
Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec

5 UNIQUE STUDENT ID

6 TEST VERSION

7 TAG ID

8

TEST ADMINISTRATOR
SYSTEM NAME
SCHOOL NAME

9 INSTRUCTIONAL AVAILABILITY
To be completed by school personnel ONLY

Traditional
- 150 days or more
- 75-149 days
- 74 days or fewer

Modified
- 75 days or more
- 38-74 days
- 37 days or fewer

10 GENDER
- Female
- Male

11 OPTIONAL CODES
1 2 3 4 5 6 7 8 9

12 MEMBERSHIP
- 1
- 2
- 3
- 4

13 CODE A B
- Code A
- Code B

14 ABSENTEE STATUS
- Absent

T C A P
TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM
ACHIEVEMENT TEST

GRADE 3
FORM E

15 OTHER PROGRAMS
- 504 Service Plan
- Gifted (Do not bubble Sp. Ed. hours)
- Functionally Delayed (Do not bubble Sp. Ed. hours)
- Migrant
- Home School
- Homebound

16 STATE USE ONLY
A1 B1 C1
A2 B2 C2
A3 B3 C3
A4 B4 C4

17 TITLE I
- Title I SWP (Schoolwide Programs)
- Title I TAS (Targeted Assisted Schools)

18 ESL SERVICES
Choose Only One:
- EL Excluded
- EL
- T1
- T2

19 EL Accommodations
Q R S T

20 SPECIAL EDUCATION
- Special Education Services (less than 4 hours per week)
- Special Education Services (4 through 22 hours per week)
- Special Education Services (23 or more hours per week)

21 MODIFIED FORMAT TEST
- Braille/Audio
- Large Print
- ELSA

22 SPECIAL ACCOMMODATIONS
A B C D E
F G I

TCAP Pre-ID

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

191966-001:321   Printed in the USA by Pearson   ISD7376

32

Grades 3–8, Form E Achievement Test
Answer Document Page 4, Sample

Teacher of Record Linkage Information for Teacher Effect Data

Key and Marking Instructions:

- **RLA** = Reading/Language Arts
- **MA** = Math
- **SC** = Science
- **SS** = Social Studies

* Each Teacher is to fill in their respective content area(s) and license number for each student.
* Make sure license number is complete with all nine (9) digits. Please use leading zeroes for license numbers.

DO NOT TEAR HERE

CONTENT AREA: RLA, MA, SC, SS — LICENSE NUMBER grids (0–9) repeated in nine blocks.

PEARSON

Page 4

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

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33

Grades 3–8, Form E Modified Academic Achievement Standards (MAAS) Test Student Accountability Demographic Information, Sample

Test Administration

DO NOT TEAR HERE

1 LAST NAME   FIRST NAME   MI

2 ETHNIC ORIGIN
Must Choose Only One:
○ Hispanic or Latino   ○ Non-Hispanic or Non-Latino

3 RACE
Must choose a minimum of one, or as many as apply:
○ American Indian or Alaska Native
○ Asian
○ Black or African American
○ Native Hawaiian or Other Pacific Islander
○ White

9 INSTRUCTIONAL AVAILABILITY
To be completed by school personnel *ONLY*

Traditional
○ 150 days or more
○ 75-149 days
○ 74 days or fewer

Modified
○ 75 days or more
○ 38-74 days
○ 37 days or fewer

13 CODE A B
○ Code A   ○ Code B

14 ABSENTEE STATUS
○ Absent

4 BIRTH DATE
Month | Day | Year
Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec

5 UNIQUE STUDENT ID

11 OPTIONAL CODES
1 2 3 4 5 6 7 8 9

10 GENDER
○ Female   ○ Male

12 MEMBERSHIP
○ 1   ○ 3
○ 2   ○ 4

6 TEST VERSION
① ②
③ ④

7 TAG ID

8
TEST ADMINISTRATOR
SYSTEM NAME
SCHOOL NAME

16 STATE USE ONLY
○ A1 ○ B1 ○ C1
○ A2 ○ B2 ○ C2
○ A3 ○ B3 ○ C3
○ A4 ○ B4 ○ C4

TCAP-MAAS
TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM
MODIFIED ACADEMIC ACHIEVEMENT STANDARDS ASSESSMENT

GRADE 3
FORM E

15 OTHER PROGRAMS
○ 504 Service Plan
○ Gifted (Do not bubble Sp. Ed. hours)
○ Functionally Delayed (Do not bubble Sp. Ed. hours)
○ Migrant
○ Home School
○ Homebound

18 ESL SERVICES
Choose Only One:
○ EL Excluded   ○ T1
○ EL   ○ T2

19 EL Accommodations
○ Q ○ R ○ S ○ T

17 TITLE I
○ Title I SWP (Schoolwide Programs)
○ Title I TAS (Targeted Assisted Schools)

20 SPECIAL EDUCATION
○ Special Education Services (less than 4 hours per week)
○ Special Education Services (4 through 22 hours per week)
○ Special Education Services (23 or more hours per week)

21 MODIFIED FORMAT TEST
○ Large Print

22 SPECIAL ACCOMMODATIONS
○ A ○ B ○ C ○ D ○ E
○ F ○ G ○ I

TCAP Pre-ID

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

MAAS Answer Document Page 4, Sample

Teacher of Record Linkage Information for Teacher Effect Data

<u>Key and Marking Instructions:</u>

- **RLA** = Reading/Language Arts
- **MA** = Math
- **SC** = Science
- **SS** = Social Studies

* Each Teacher is to fill in their respective content area(s) and license number for each student.
* Make sure license number is complete with all nine (9) digits. Please use leading zeroes for license numbers.

Test Administration

DO NOT TEAR HERE

Teacher of Record Linkage Information for Teacher Effect Data is not necessary for the Modified Academic Achievement Standards (MAAS) Assessment.
According to TN Code Annotated 49-1-606(a), records from any student who is eligible for special education services under federal law will not be used as part of the annual estimates of teacher effects on student progress in grades three through eight (3-8).

Page 4

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

Coding Instructions for Grades 3–8 Answer Documents

Incorrect, incomplete, or illegible information will result in inaccurate student data, will delay test processing, and may have a negative impact on final print reports. Fill in <u>only one</u> circle in each column.

In order to assist test delivery and increase the accuracy of reported data, the Department of Education has implemented a process to collect student information and pre-code the answer documents. Pre-ID is available to public schools only.

You must make sure that each student receives the correct Pre-ID answer document! Failure to do so may result in students receiving incorrect scores and reports.

Student demographic data will be bubbled for Pre-ID answer documents. DO NOT MAKE CHANGES TO THIS DATA ON THE ANSWER DOCUMENT.

Pre-ID answer documents will also have a Pre-ID barcode label printed in the bottom left corner. Barcodes are used for scanning purposes only.
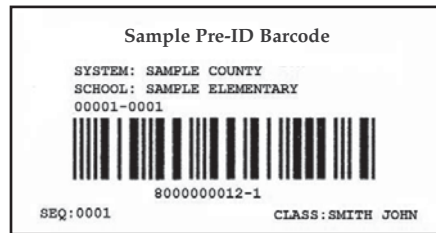
For Pre-ID answer documents, bubble any data fields that have not been pre-bubbled (Test Version, Membership Data, Code A or B, Absentee Status, Other Programs, Title I, ESL Services, Special Education, Modified Format Test, Special Accommodations).

If a student does not have a Pre-ID answer document, a blank answer document must be used with all necessary demographic information bubbled.

Follow the coding instructions for any blank answer documents that need to be bubbled or any data fields being collected on the answer document.

❑ Ensure student demographic information is properly marked.

- use a No. 2 pencil to make dark, solid marks that fill the circle completely
- make no stray marks
- marking more than one circle in each column will invalidate the coding
- erase changes completely

❑ Coding instructions for grades 3–8 follow. Do not bubble for any field already filled in on Pre-ID answer documents.

1. **Name:** Print the student's full legal name (LAST, FIRST, and MIDDLE INITIAL) in the spaces provided. If there are not enough spaces, print only as many letters as there are spaces. Fill in the corresponding circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.

2. **Ethnic Origin:** Fill in the one circle that best represents the student's ethnic origin. Select only one bubble in this field.

3. **Race:** Regardless of your choice in the Ethic Origin field, select the racial category or categories that best represent the student. Select as many bubbles as apply to the student.

4. **Birth Date:** Write the date of birth in the spaces provided. Fill in the appropriate circles in each column for the month, day, and year of birth. If day is a single-digit number, precede it with a zero (0). (Note: A century bubble has been added to the *Birth Date Year* field.)

5. **Unique Student ID (USID):** The USID, which is obtained from the EIS system, must be printed and the corresponding circles filled in below each number on the answer document. If the number has fewer than nine digits, use leading zeros. Non-public schools/facilities will not have EIS-generated numbers.

6. **Test Version:** Fill in the corresponding circle for the version of the test booklet used by each student. Note: Incorrectly completing this circle may impact a student's score. On the first day of testing, have students put their names on their test booklets.

7. **TAG ID:** Bubble the TAG ID number from the TAG form on each answer document placed under the TAG form.

8. **Test Administrator, System, and School:** Names must be printed in the appropriate spaces. For private schools, system name should be the same as school name. Note: The complete Test Administrator name (last name, space, first name) is required for reporting. The Test Administrator's name must be written exactly as it appears on the TAG form.

9. **Instructional Availability:** Fill in only one of the corresponding circles based upon the student's anticipated availability for instruction/enrollment/attendance; this is not an indication of the number of days present when the test is taken. This information is required. If it is not bubbled on the student answer document, this will result a discrepancy in EdTools SDDV.

   For Traditional schedules, select from among the following:
   ○ 150 days or more
   ○ 75–149 days
   ○ 74 days or fewer

   For Modified schedules, select from among the following:
   ○ 75 days or more
   ○ 38–74 days
   ○ 37 days or fewer

10. **Gender:** Fill in the appropriate circle.

11. **Optional Codes:** Do not make any marks or fill in any bubbles in this area (Optional Codes) without permission from the Office of Assessment Logistics.

Test Administration

Coding Instructions for Grades 3–8 (Cont.)

12. **Membership:** Fill in the circle corresponding to the student's enrollment. These data are gathered for AYP Accountability. This information is required. If it is not bubbled on the student answer document, this will result a discrepancy in EdTools SDDV.

    ○ 1. The student **HAS BEEN** continuously enrolled in this school at some point in the 1st reporting period.

    ○ 2. The student has **NOT** been continuously enrolled in this school but **HAS BEEN** enrolled in this school district at some point in the 1st reporting period.

    ○ 3. The student has **NOT** been continuously enrolled in this school district but **HAS BEEN** enrolled in a Tennessee public school district at some point in the 1st reporting period.

    ○ 4. The student has **NOT** been continuously enrolled in a Tennessee public school district at some point in the 1st reporting period. **Note:** Home School and Private School students should be coded in this area.

13. **Code A or B (All schools complete this information):** Fill in the appropriate circle for **each** child in **every** school. This information is required. If it is not bubbled on the student answer document, this will result a discrepancy in EdTools SDDV.

    ○ Code A: ELIGIBLE for free or reduced price lunch

    ○ Code B: NOT eligible for free or reduced price lunch

    > Code A or B:
    > Federal Law [Title I of the Elementary and Secondary Education Act as amended by Title I of the Improving America's Schools Act (IASA, P.L. 103-382), Section 111 (b)(3)(1)] requires the disaggregation of student performance on state-mandated tests by certain categories including economically disadvantaged as compared to those who are not economically disadvantaged. This requirement applies to all students taking all state-mandated assessments. Extreme confidentiality when entering this data must be maintained. Any questions concerning this coding should be directed to the local School Nutrition Coordinator or the State Director of School Nutrition at (615) 532-4714.

14. **Absentee Status:**

    ○ Fill in the corresponding circle if the student is absent from the entire test. Do not complete an answer document for students not enrolled who plan to take the test but do not do so.

    ○ "Absent" should be marked only for students who are currently enrolled but are not present to take **ANY** portion of the test throughout the entire testing window.

    ○ "Absent" should **NOT** be marked for students who are present but refuse to test or who leave during the test administration without completing the subtest(s).

    ○ If the student makes up **ANY** part of the test, erase the "Absent" bubble completely.

15. **Other Programs:** To ensure accuracy, Test Administrators should complete this section for students who receive special services.

    ○ 504 Service Plan: Fill in the corresponding circle if the student has a 504 Service Plan.

    ○ Gifted: Fill in the corresponding circle if the student qualifies as gifted. Gifted is not an IDEA recognized category.

    ○ Functionally Delayed: Fill in the corresponding circle if the student is identified as Functionally Delayed. Functionally Delayed is not an IDEA recognized category. (Do not bubble special education hours.)

    ○ Migrant: Fill in the corresponding circle if the student qualifies with a Migrant Education Certification of Eligibility (COE). For a list of children with COEs, contact the local Title I Director.

    ○ Home School: Fill in the corresponding circle if the student qualifies as a Home School student who is tested.

Coding Instructions may be copied—Do not remove from manual

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○ Homebound: Fill in the corresponding circle if the student qualifies as a Homebound student who tested.

16. **Title I (Only schools receiving Title I funds complete this information):**

○ SWP—School Wide Programs: Fill in the corresponding circle for **each** student in the Title I school wide project school.

○ TAS—Targeted Assisted Schools: Fill in the corresponding circle for **each** student in the Title I targeted assisted school.

17 **ESL Services:** In the first calendar year (less than 365 days) an ESL student is enrolled in a U.S. school, he/she may be exempted from participation in the Reading/Language Arts content area of the TCAP Achievement Test. A recently arrived EL student must participate in the Mathematics, Science, and Social Studies content areas of the TCAP Achievement Test. Fill in the appropriate circle (only one) to indicate the student's testing status.

○ EL (English Language Learner): Fill in the corresponding circle if the student qualifies as an EL. **Note:** Not all EL students are EL Excluded.

○ T1/T2: Fill in the corresponding circle if the student qualifies as a transitional EL student. Transitional EL students are non-English language background students who were classified as EL based on the Test of English Fluency and scored fluent English proficient or above on all subtests of the Test of English Fluency.

○ Students are classified as Transitional 1 (T1) the first year after scoring proficient and as Transitional 2 (T2) the second year. T1 and T2 students are now eligible for EL accommodations.

○ Transitional EL students are exited from monitoring following the second successful year in which they score proficient or above on the state-mandated language proficiency assessment.

○ EL Excluded: Fill in this circle only if the student qualifies for EL Excluded and is in the first year of enrollment (less than 365 days) in a U.S. school.

18 **EL Accommodations:** Fill out EL Accommodations for students who qualify according to State Criteria. Fill in the circle corresponding to the accommodation used. Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for EL is darkened on the answer document. T1 and T2 students are now eligible for EL accommodations.

○ Q extended time

○ R bilingual dictionary

○ S read aloud **in English** internal **test instructions verbatim**

○ T read aloud **in English** internal **test items verbatim**

19 **Special Education:** Fill in the circle corresponding to the appropriate number of hours for **each** student receiving special education services. Do not code special education hours for Functionally Delayed students or students with a 504 Service Plan.

○ Less than 4 hours per week

○ 4–22 hours per week

○ 23 or more hours per week

Coding Instructions for Grades 3–8 (Cont.)

20 **Modified Format Test:** Fill in the circle corresponding to the modified format used.
Note: Incorrectly or inappropriately completing these circles may affect the student's score.

○ ELSA

○ Braille/Audio

○ Large Print

21 **Special Accommodations for grades 3–8 (According to State Criteria):**
Fill in the circle corresponding to the accommodation used. Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan, Functionally Delayed, Gifted, or the number of Special Education hours received is darkened on the answer document.

○ A Extended Time

○ B Read Aloud Internal Test Instructions/Items

○ C Prompting Upon Request

○ D Interpreter Signs/Cues

○ E Manipulatives

○ F Assistive Technology

○ G Calculator

○ H Scribe (H does not appear on the answer document since it is an allowable accommodation)

○ I Unique Accommodations

Important note: Scribe is an **Allowable** Accommodation (not Special Accommodation) for the TCAP Achievement/ELSA Test.

Test Directions Grades 3–8

Refer to *Teacher Directions* for specific instructions for administering the Achievement Test.

Mathematics Calculator Use and Other Testing Aids

Graph paper CANNOT be used during a Mathematics test (unless specified in an IEP). Only blank scratch paper is permissible. All scratch paper must be collected after the test with other testing materials.

Students may use a calculator on the Mathematics Test, per system policy. Sharing calculators during testing is not permitted. The Test Administrator is responsible for ensuring students do not use calculator memory to store test information. Non-factory applications and programs must be disabled or removed from the calculator before the test administration. **During state-mandated testing**, calculators must be used with the original factory default settings.

Some examples of prohibited calculators are:

- Casio models: CFX-9970G, Algebra FX 2.0
- Hewlett-Packard models: HP-40G, HP-49G
- Texas Instrument models: TI-89, TI-92, Voyage 2000, TI-NSPIRE – CAS version (the non-CAS version of the TI-NSPIRE is allowable.)

The following types of devices may NOT be used during the test:

- pocket organizers
- electronic writing pads or input devices
- calculators that can communicate (transfer data or information) wirelessly with other student calculators/devices
- cells phones, PSPs, and/or iPods

Students may use any four-function, scientific, or graphing calculator that does not have any of the prohibited features. The use of devices that have CAS (Computer Algebra System) is NOT allowed. The Test Administrator is responsible for verifying that the calculators used by students do not have prohibited features and functionality.

Color-Coded Test Books

Test books and answer documents are color-coded for each grade. When distributing test materials to your students, **make sure the test books and answer documents are the same color**.
Colors for each grade are as follows:
Achievement test: Grade 3—dark blue; Grade 4—green; Grade 5—rust; Grade 6—red; Grade 7—purple; Grade 8—aqua
MAAS: Grade 3—red; Grade 4—purple; Grade 5—aqua; Grade 6—dark blue; Grade 7—green; Grade 8—rust
ELSA books resemble the ACH books but have a slightly different color formatting. ELSA test books are the following colors: Grade 3—dark blue; Grade 4—green; Grade 5—rust; Grade 6—red; Grade 7—purple; Grade 8—aqua

Testing Residential Facility, Home School, Homebound, and Alternative School Students

Testing Residential Facility Students

- Remanding public school: the student's record will be in EIS. During SDDV, schools will mark the EIS record as "Residential Facility". The student will not be included in reporting for the school or district.
- Residential facility: test the student and submit for scoring and reporting.
- **Note:** if the residential facility does not submit an answer document, the student will be reported as "absent" from the remanding school.

Testing Home School Students

Certain categories of Home School students at given grade levels must be assessed.

Independent

Independent Home Schools are conducted by a parent-teacher who has registered with the local school system.

> T.C.A.49-6-3050(b)(5)(A)
>
> Administration by the commissioner of education, or the commissioner's designee, or by a professional testing service which is approved by the LEA, to Home School students of the same state board approved secure standardized tests required of public school students in grades five (5), seven (7), and nine (9); however, the test for grade nine (9) shall not be the high school proficiency test required by § 49-6-6001;
>
> (B)(i) Tests administered by the commissioner or the commissioner's designee shall be at the same time tests are administered to public school students, and shall be administered in the public school which the Home School student would otherwise be attending, or at whatever location students at such school are tested. Tests administered by the commissioner or the commissioner's designee, shall be administered without charge. The parent-teacher may be present when the Home School student is tested in grade five (5). Both parent-teacher and Home School student shall be under the supervision of the test administrator.

Church Related

Church-related Home Schools are conducted by a parent-teacher who is associated with an organization that conducts church-related schools, as defined by § 49-50-801. Students registered with a church-related school in grades kindergarten through 8 (K–8) will take the standardized test, if it is administered, at the church-related school. Tests will be given to Home School students at the same time that the church-related school tests its regular day school students.

> T.C.A.49-6-3050(a)(2)(C)(ii)
>
> Any parent conducting a Home School for children in grades nine through twelve (9–12) under this subdivision (a)(2) must adhere to the same program of the Sanders Model of value-added assessment, or other standardized achievement testing in use in the LEA which the child would otherwise attend. If the child fails, for two (2) consecutive years, to meet or surpass the average level of achievement in the Sanders Model of value-added assessment or other standardized achievement testing in use in the LEA, the child shall be enrolled in the appropriate grade level of the LEA or private or church-related school.

Before the Testing Dates

Parents of Home School students required to test are notified of the date, time, and place of the test administration(s) and are instructed to contact the system Home School Coordinator or System Testing Coordinator.

The local system will decide whether or not to administer the TCAP Achievement Test to Home School students in grades other than 5 and 7.

Parents of Home School students must provide transportation to and from the test site.

Home School Test Materials

1. On the **answer document**, the **SCHOOL NAME** will be the name of your system, and the **SYSTEM NAME** will be "Home School." Complete remainder of answer document using instructions in Section II, Test Administration.

2. Complete a **separate Test Administration Group (TAG) form** for each student tested. Pre-coded home school TAG forms will be included with your system materials. If additional headers are needed, please refer to the pre-coded document as a guide. Coding instructions:

   A) In the **SYSTEM NAME** Box, write "**HOME SCHOOL**."
   B) In the **SYSTEM #** Box, code "00981" for the Home School System Number.
   C) In the **SCHOOL #** Box, code **YOUR SYSTEM NUMBER**, omitting the first zero (e.g., 0470 for Knox County).
   D) In the **SCHOOL NAME** Box, write **YOUR SYSTEM NAME** for School Name.
   E) In the **TEST ADMINISTRATOR** box, code "**HOME**" then skip a space and code **STUDENT'S LAST NAME**.
   F) In the **GRADE** Box, code the grade level at which the student is being assessed.
   G) Fill in "01" for **NUMBER STUDENTS TESTING**. Fill in "00" for **NUMBER STUDENTS ABSENT**. Fill in "01" for **NUMBER ANSWER DOCUMENTS RETURNED**.

3. Enter online all Home School students on a single School/Group List (SGL). Make sure the TEACHER LAST NAME and FIRST NAME are exactly the same on the SGL and the TAG form.

4. Place **ALL** Home School TAG forms and answer documents by grade and return to System Testing Coordinator.

5. The System Testing Coordinator should place Home School TAG form and answer documents in a separate envelope labeled "Home School." The Home School envelope (not provided) should be placed in the white boxes with other answer documents.

Unique Student Identification Numbers

Home School students must use nine-digit USID numbers. For Home School students, use *3-digit system # + 981 + 001 to 999*. Systems must keep up with the assigned USID numbers. **Do not use student Social Security numbers.**

Testing Homebound Students

Testing of Homebound students should be addressed in each student's educational plan. Allowable Accommodations may be used. Special Accommodations may be used if the student meets the required conditions.

- Special attention should be given to test security.
- The Homebound student must be tested during the system's designated testing dates.
- The Homebound student should be coded at his/her school of record/enrollment.
- The completed answer document should be placed under a TAG form for his/her teacher of record/enrollment.
- On the answer document, fill in bubble for Homebound.

Testing Alternative School Students

The performance data of a student remanded to an alternative school must be sent to the school of

record (remanding school). Consequently, a student enrolled in an alternative school must be coded at his or her school of record. Write the school of record in the School Name section of the student's answer document.

The completed answer document should be placed under a TAG form for the school of record/ enrollment.

Make-Up Testing

Plans should be made to allow all students to make up any tests/subtests not attempted during the regular test session. Make-ups must be administered within the State testing window.

BEFORE TESTING

❑ 1. Plan a school make-up testing schedule within the State test administration time frame.

❑ 2. Identify and contact students who need to make up a test(s)/subtest(s).

❑ 3. Schedule students who need to make up a test(s)/subtest(s).

❑ 4. Gather materials needed to administer the test (e.g., test booklet, answer document, *Teacher Directions*). -If the student has a Pre-ID answer document, make sure to use that answer document. If not, a blank answer document will need to be completed.

DURING TESTING

❑ 1. Establish a quiet, secure place for the administration of the make-up test(s)/subtest(s).

❑ 2. If there is not a Pre-ID answer document then Code or help students code the Student Accountability Demographic Information on the answer documents, according to instructions in this manual.

❑ 3. Ensure that students who began testing before their absence complete testing using the same test booklet/version and answer document.

❑ 4. Administer the test/subtest adhering to test directions and time limits defined in this manual.

AFTER TESTING

❑ 1. Utilize the Test Administrator's Checklist for instructions on handling testing material procedures, as applicable.

❑ 2. Coordinate with the Building Testing Coordinator for appropriate **placement** of the make-up test materials within other used answer documents and materials.
A) Ensure that all absent students (grades 3–8) who have **not** taken **ANY** part of the test have the "Absent" circle darkened on their answer document. Place the answer document(s) under the appropriate Test Administration Group (TAG) form.

B) Ensure that the darkened "Absent" circle on the answer document is erased completely for all students (grades 3–8) who **have** taken **ANY** make-up tests. Place the answer documents under the appropriate Test Administration Group (TAG) form.

C) If students **who have taken a make-up test used a new answer document** and also have an answer document with the "Absent" circle darkened, remove the answer document that **does not contain responses.** If the additional document was a Pre-ID document, place under the unused Pre-ID header. If the additional document was not Pre-ID (blank) then place the document under the Inactive Test Material (ITM) form.

Test Time Limits

Achievement and ELSA Grades 3–8, Form E

For each content area, allow 5 to 10 minutes for administering the sample test questions and reading introductions and directions. Tests should be administered according to the specific directions except as required for students using accommodations. Administer both parts of each content area test in a single day to reduce incomplete test results due to absences. The time limits are generous and allow most students time to finish. Scheduled breaks are indicated in the specific directions for each content area.

TCAP Achievement, Grade 3, Form E

Content Area	Parts	# of Items	Testing Time in Minutes
Reading/Language Arts	Part 1	1–35	63
	Part 2	36–68	60
Mathematics	Part 1	1–28	43
	Part 2	29–55	41
Science	Part 1	1–35	53
	Part 2	36–69	51
Social Studies	Part 1	1–35	53
	Part 2	36–69	51

TCAP Achievement, Grades 4–5, Form E

Content Area	Parts	# of Items	Testing Time in Minutes
Reading/Language Arts	Part 1	1–35	63
	Part 2	36–68	60
Mathematics	Part 1	1–28	38
	Part 2	29–55	37
Science	Part 1	1–35	48
	Part 2	36–69	47
Social Studies	Part 1	1–35	47
	Part 2	36–69	45

TCAP Achievement, Grades 6–8, Form E

Content Area	Parts	# of Items	Testing Time in Minutes
Reading/Language Arts	Part 1	1–35	63
	Part 2	36–70	63
Mathematics	Part 1	1–28	38
	Part 2	29–55	37
Science	Part 1	1–35	48
	Part 2	36–69	47
Social Studies	Part 1	1–35	47
	Part 2	36–69	45

Test Time Limits

MAAS Grades 3–8, Form E

For each content area, allow 5 to 10 minutes for administering the sample test questions and reading introductions and directions. Tests should be administered according to the specific directions except as required for students using accommodations. Administer both parts of each content area test in a single day to reduce incomplete test results due to absences. The time limits are generous and allow most students time to finish. Scheduled breaks are indicated in the specific directions for each content area.

MAAS Achievement, Grade 3, Form E

Content Area	Parts	# of Items	Testing Time in Minutes
Reading/Language Arts	Part 1	1–31	62
	Part 2	32–61	60
Mathematics	Part 1	1–26	45
	Part 2	27–51	43
Science	Part 1	1–31	53
	Part 2	32–61	51
Social Studies	Part 1	1–31	53
	Part 2	32–61	51

MAAS Achievement, Grades 4–5, Form E

Content Area	Parts	# of Items	Testing Time in Minutes
Reading/Language Arts	Part 1	1–31	62
	Part 2	32–61	60
Mathematics	Part 1	1–26	39
	Part 2	27–51	38
Science	Part 1	1–31	48
	Part 2	32–61	47
Social Studies	Part 1	1–31	47
	Part 2	32–61	45

MAAS Achievement, Grades 6–8, Form E

Content Area	Parts	# of Items	Testing Time in Minutes
Reading/Language Arts	Part 1	1–31	62
	Part 2	32–63	64
Mathematics	Part 1	1–26	39
	Part 2	27–51	38
Science	Part 1	1–31	48
	Part 2	32–61	47
Social Studies	Part 1	1–31	47
	Part 2	32–61	45

Who Is Eligible to Take MAAS?

- Eligibility to participate in the MAAS is determined by the IEP team pursuant to the guidance contained herein.

- Modified assessments are designed for students with disabilities that would prevent them from achieving proficiency on TCAP tests. The MAAS was specifically designed for students with disabilities who failed to meet participation criteria for the portfolio assessment. Therefore, the MAAS must only be administered to students who marginally failed to meet participation criteria for the portfolio assessment.

- According to federal regulations related to testing and accountability under the Elementary and Secondary Education Act, there are limitations to the number of students who can be considered proficient or advanced on modified assessments. Federal regulation requires a cap of the percentage of students testing on portfolio and modified assessments who are allowed to count as proficient and advanced for purposes of accountability. The cap on proficient and advanced for portfolio assessments is one percent of students enrolled in the tested grades. The cap on proficient and advanced for MAAS is two percent of students enrolled in the tested grades. If the two percent cap is exceeded by a district, student scores of Proficient and Advanced are adjusted to Basic until the cap is met. These adjustments are made to minimize the impact on individual subgroups to the extent possible. While the district and state caps on MAAS are set at two percent, individual schools may exceed two percent as long as the district does not exceed two percent as a whole. Reassignment of student scores in districts exceeding the cap begins with the schools that have the highest percentages of students proficient and advanced over two percent.

- The Tennessee Department of Education strongly encourages districts to test the vast majority of students with disabilities with the Tennessee Comprehensive Assessment Program (TCAP) Achievement assessment with the appropriate accommodations. As the state moves toward more rigorous curriculum and assessment standards under Common Core State Standards (CCSS) and Partnership for Achieving Readiness in College and Career (PARCC), schools and districts must be aware of the consequences of assessing students that are capable of progress on the Achievement assessment using the MAAS. Students testing on MAAS that are capable of achieving proficiency on TCAP Achievement assessment are likely to be at a disadvantage on both Common Core State Standards and PARCC if not given the opportunity to learn and achieve as all students.

- The IEP team must consider the goal of academic success on the Achievement assessment and must select the single assessment instrument that is most appropriate to the abilities of the student. Students must test on all subjects either through the TCAP Achievement or the MAAS, and are not allowed to test in individual subjects on different tests. Students with disabilities who scored proficient or advanced on both math and reading/language arts on the MAAS in the previous year cannot take the MAAS, or any portion of the MAAS, in the subsequent year. The state will provide districts with a list of such students and will audit to ensure that districts have properly assigned students.

- Determination of a student's eligibility to participate in the MAAS must be based on specific empirical data (i.e., TCAP scores and progress monitoring data) that the student would perform at a below basic level on the Achievement assessment.

- Students with federally recognized disabilities and who have current active IEPs will be eligible for the MAAS. Students with functional delays and intellectual giftedness are not eligible for MAAS as these are not federally recognized disabilities. Therefore, any MAAS scores for students with those disabilities as primary will be considered "basic" and the student will be regarded as a "non-participant" for AYP purposes.

- A student may not participate in both MAAS and English Linguistically Simplified Assessment (ELSA). The IEP Team must determine which assessment is the most appropriate for the student.

SECTION III: TEST ACCOMMODATIONS

2013–2014 TCAP Allowable Accommodations

Test Accommodations

TCAP Allowable Accommodations Chart 2013-14

Use of Allowable Accommodations is based on individual student need and may be used by any student as necessary. This chart indicates Allowable Accommodations available for each TCAP assessment. Students may use multiple Allowable Accommodations.

Test Accommodation	Achievement/MAAS/ELSA Grades 3-8	End-of-Course (EOC)/ELSA	Gateway	TCAP Mathematics Constructed Response	Writing
Braille or Large Print	Allowed	Allowed	Allowed	Allowed	Allowed
Sign Oral Instructions Verbatim	Allowed	Allowed	Allowed	Allowed	Allowed
Re-read/sign Oral Instructions Verbatim	Allowed	Allowed	Allowed	Allowed	Allowed
Calculator/Mathematics Tables	Math Only Multiplication, Division, Subtraction, Addition Tables See *Test Administration Manual* for Calculator Policy	Algebra I Algebra II Chemistry Only Multiplication, Division, Subtraction, Addition, Square Root Table See *Test Administration Manual* for Calculator Policy	Gateway Mathematics Only Multiplication, Division, Subtraction, Addition, Square Root Table See *Test Administration Manual* for Calculator Policy	See CRA Test Administration Manual for calculation policy	Not Applicable – no calculations
Flexible Setting (Individual, Small Group, Designated Part of Room, Study Carrel, Other Classroom, Homebound/Out of School)	Allowed	Allowed	Allowed	Allowed	Allowed
Visual/Tactile Aids (Magnification Equipment, Templates, Masks, Pointers)	Allowed	Allowed	Allowed	Allowed	Allowed
Auditory Aids (Amplification, Noise Buffer)	Allowed	Allowed	Allowed	Allowed	Allowed
Multiple Testing Sessions (within school day)	Allowed	Allowed	Allowed	Allowed	Allowed
Flexible Scheduling (Flexible Time of Day)	Allowed	Allowed	Allowed	Allowed	Allowed
Scribe/Recording Answers				Special Accommodation Only	Special Accommodation Only
Student Answers in Test Booklet				Not Applicable	Not Applicable
Student Answers on Separate Sheet of Paper	Allowed	Allowed	Allowed	Special Accommodation Only	Special Accommodation Only
Answers Recorded by Scribe				Special Accommodation Only	Special Accommodation Only
Student Reads Aloud to Self	Allowed	Allowed	Allowed	Allowed	Allowed

2013–2014 TCAP Allowable Accommodations ACHIEVEMENT/MAAS/ELSA Assessments

(For use by *any* student—General Education, Special Education, and EL—as appropriate)

Any departure from standardized test procedures can potentially invalidate the test results. **The test validity is seriously threatened by accommodations that change the nature of the task being tested.** Use of Allowable Accommodations should be based on individual student need. Allowable Accommodations do not apply to an entire general education classroom but may be appropriate for a few students within a class. As with any accommodation, Allowable Accommodations must be used consistently by the student throughout curricular instruction during the school year. Many of the Allowable Accommodations require planning by school personnel prior to the TCAP test administration. The teacher must discuss the accommodations with the student prior to testing. More information about Allowable Accommodations is available at http://state.tn.us/education/assessment/accommodations.shtml.

TCAP Allowable Accommodations are specifically defined as follows:

• **Braille/Large Print:** Any Braille or Large Print test must be requested in advance. Braille and Large Print versions are available for all Achievement Assessments. Large Print is available for MAAS. Readers for illustrations and graphs are permitted with the Large Print or Braille versions of the TCAP Assessments only when students have Visual Impairment verified on the IEP. Extended Time for students using Large Print or Braille tests is not permitted unless documented on the IEP or 504 Service Plan. **NOTE: Braille is not available for K–2 and LP is not available for K–1.**

Braille Test Instructions

1. Fill in the "Braille" bubble on the student answer document and fill in the "Braille" bubble on the TAG form.
2. Any transcribed Large Print answer document can be placed with regular answer documents under the same TAG.
3. Students may mark responses directly in the test booklet.
4. Complete the student identification label on the front cover of the test booklet (student name, unique student ID, system name, school name, teacher name, transcribed by, date).
5. Special Accommodations may be used only if indicated on the student's IEP (including extended time). See Section III, 2013–2014 TCAP Special Accommodations, for additional information.
6. Complete the student demographic information on the student's answer document. Ensure that the circles for Braille and any accommodations used have been bubbled. Do not bubble the test version.
7. Carefully transcribe answers verbatim from the Braille test booklet to the corresponding student answer document.
8. Place the transcribed answer document under the appropriate TAG form for the student's teacher and return with the scorable test materials.
9. The Braille test booklet should be returned to Pearson with the non-scorable test materials.

Large Print Test Instructions

1. Fill in the "Large Print" bubble on the student answer document.
2. Students may mark responses directly in the test booklet.
3. Complete the student identification label on the front cover of the test booklet (student name, unique student ID, system name, school name, teacher name, transcribed by, date).
4. Special Accommodations may be used only if indicated on the student's IEP (including extended time). See Section III, 2013–2014 TCAP Special Accommodations, for additional information.
5. Complete the student demographic information on the student's answer document. Ensure that the circle for Large Print and any accommodations used have been bubbled.
6. Carefully transcribe answers verbatim from the Large Print test booklet to the corresponding student answer document.

Test Accommodations

7. Place the transcribed answer document under the appropriate TAG form for the student's teacher and return with the scorable test materials.

8. The Large Print test booklet should be returned to Pearson with the non-scorable test materials.

- **Signing Instructions:** Directions normally read aloud to students may be signed verbatim for students who typically use sign language. Only spoken portions of the directions may be signed. The interpreter must not finger spell words that have a commonly used sign. Test instructions may not be clarified in any manner.

- **Repeating Instructions:** Directions normally read aloud or signed to students **may** be reread/signed verbatim as needed. Test instructions may not be clarified in any manner.

- **Calculators/Mathematics Tables:** Calculators or Mathematics tables **may** be used only on the Mathematics test. Mathematics tables are defined as the following: Addition, Subtraction, Multiplication, and Division. For additional information concerning appropriate calculator use, see Mathematics Calculator Use policy.

- **Flexible Setting:** Students may take TCAP Assessments in an individual or small group setting, seated in a designated area of the room, in a study carrel, or in another classroom setting (e.g., library). Homebound students may take the test at home or another approved location with appropriate documentation. Prior arrangements <u>must be made</u> with the Building Testing Coordinator as needed.

Note: Recommended size for small group setting is two to five (2–5) students. Small group setting should NOT exceed ten (10) students.

- **Visual/Tactile Aids:** Aids may include magnification equipment, use of templates and masks to reduce the amount of visible print on a page, and pointers.

- **Auditory Aids:** Auditory aids include amplification devices and devices that are used as noise buffers, including white noise machines. No music of any kind can be played during testing.

- **Multiple Testing Sessions (Within Same School Day):** A content area may be given in smaller segments adhering to the allotted time for that content area as specified on pages 59–60. Each content area (Parts 1 and 2) given must be completed within the same school day. Use of this accommodation requires an individual or a small group setting. Breaks taken by the student during the testing period must be closely supervised. Prior arrangements must be made with the Building Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator.

- **Flexible Scheduling:** A content area may be administered at a different time of day from the recommended assessment schedule for individual students who may perform better (e.g., medication schedule, behavioral issues) during a specific period of the day. Extended breaks between Part 1 and Part 2 may be given to the student. Each content area (Part 1 and Part 2) given must be completed within the same school day. Prior arrangements must be made with the Building Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator. All testing must be completed within the system's testing window.

- **Scribe/Recording Answers:** Students who cannot mark their own answer documents may use an impartial scribe. A scribe may be used to record responses or to transcribe the student's answers from a modified answer document or test booklet. Students who cannot utilize the answer document may record directly in the test booklet or on a separate piece of paper. If a student marks answers in the test booklet, ensure that the student's name, unique student ID, system name, school name, teacher name, transcribed by, and date are written on the front cover of the test booklet. The student's answers must be transcribed to the corresponding student's answer document and placed with the documents to be scored under the appropriate Test Administration Group (TAG) form.

- **Marking in Test Booklet:** Students taking Achievement/MAAS Assessments may mark in test booklets. This includes highlighting or underlining words or phrases. Careful attention must be given to ensure that students record all responses on their answer documents.

- **Student Reads Aloud to Self:** The student may read aloud the assessment being administered to him or herself in an individual setting.

2013–2014 TCAP Special Accommodations

TCAP Special Accommodations Chart 2013-14   Refer to TCAP Test Administration Manuals and TCAP Accommodations

All Special Accommodations must be documented on the IEP or 504 Service Plan and used consistently in the classroom. Students may use multiple accommodations.

Instructions for test administration instructions.

Test Accommodation	Achievement/MAAS/ELSA Grades 3-8	End of Course (EOC)/ELSA	Gateway	TCAP Mathematics Constructed Response	Writing
A. Extended Time	Extended time limits determined by IEP team or 504 committee	Not Applicable-Untimed	Not Applicable-Untimed	Extended time limits determined by IEP team or 504 committee	Extended time limits determined by IEP team or 504 committee
B. Read Aloud Internal Test Instructions/Items	504 Service Plan-May not be used for ELA content area IEP-May be used for all content areas, including ELA	504 Service Plan-May not be used for ELA content area IEP-May be used for all content areas, including ELA	504 Service Plan-May not be used for ELA content area IEP-May be used for all content areas, including ELA	As indicated per IEP or 504 Plan	As indicated per IEP
C. Prompting Upon Request	504 Service Plan-May not be used for ELA content area IEP-May be used for all content areas, including ELA	504 Service Plan-May not be used for ELA content area IEP-May be used for all content areas, including ELA	504 Service Plan-May not be used for ELA content area IEP-May be used for all content areas, including ELA	As indicated per IEP or 504 Plan	IEP-May be used for all content areas, including ELA
D. Interpreter Signs/Cues Test	As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas	As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas	As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas	As indicated on IEP with verified Hearing Impairment/Deafness	As indicated on IEP with verified Hearing Impairment/Deafness
E. Manipulatives	IEP or 504 service plan goal in mathematics where manipulatives are consistently used	IEP or 504 service plan goal in mathematics where manipulatives are consistently used	IEP or 504 service plan goal in mathematics where manipulatives are consistently used	IEP or 504 service plan goal in mathematics where manipulatives are consistently used	Not applicable
F. Assistive Technology	As indicated per IEP or 504 Plan	As indicated per IEP or 504 Plan	As indicated per IEP or 504 Plan	As indicated per IEP or 504 Plan	As indicated per IEP or 504 Plan
G. Calculator	As indicated on IEP or 504 service plan for use in the content area of **Science** *Calculator use in the content area of Math is an Allowable Accommodation for all students and is not coded on Student Demographic Sheet or indicated in IEP or 504 service plan as a Special Accommodation*	See Allowable Accommodation Chart for appropriate calculator use	See Allowable Accommodation Chart for appropriate calculator use	See Test Administration Manual for appropriate calculator use	Not applicable
H. Scribe	Allowable Accommodation	Allowable Accommodation	Allowable Accommodation	As indicated on IEP or 504 service plan where used consistently in educational program or due to short term physical disability to write	As indicated on IEP or 504 service plan where used consistently in educational program or due to short term physical disability to write
I. Unique Accommodation	DOE approval required prior to use *Unique Adaptive Accommodation Request Form* must be completed IEP or 504 service plan documentation of use of accommodation not indicated in Allowable or Special Accommodations				

Test Accommodations

Test administration questions related to Special Accommodations should be directed to the Office of Assessment at tned.assessment@tn.gov. Special Accommodations should be limited to those listed below in order to obtain valid results.

Special Accommodations may be used only if indicated on the student's IEP or 504 Service Plan. Students may use multiple Special Accommodations if they meet all of the required conditions. More information about Special Accommodations is available at http://state.tn.us/education/assessment/accommodations.shtml.

The answer document displays only the Special Accommodations permitted for the assessment. Bold letters correspond to the answer document coding. If the accommodation determined by the IEP Team as necessary for use on TCAP Assessments is not an Allowable Accommodation or Special Accommodation provided by the State but is used consistently and proficiently by the student on classroom assessments, then a Unique Adaptive Accommodation Request Form (UAARF) may be submitted to the Department of Education for review no later than one month prior to the assessment. UAARFs can be downloaded from http://www.state.tn.us/education/assessment/accommodations.shtml.

TCAP Special Accommodations are specifically defined as follows:

A. Extended Time:

Extended Time may be used as an accommodation on any timed test. The need for Extended Time must be determined by the student's IEP Team or 504 Review Committee. According to a publication by the Council for Exceptional Children, "When a student has too much time to finish the assessment, s/he may engage in nonproductive guessing or change answers when they should not be changed."[1] To the extent possible, the amount of scheduled Extended Time should be documented in the student's current IEP or 504 Service Plan. This accommodation may be used with all assessment materials, including Braille, Large Print, and regular print tests. No test should be administered for more than 76 minutes without allowing for a 10-minute break.

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[1] Council for Exceptional Children. (2000). Making assessment accommodations: A toolkit for educators. Reston, VA: Council for Exceptional Children, 34.

B. Read Aloud Internal Test Instructions/Items:

As with all Special Accommodations, the need for the Read Aloud Internal Test Instructions/Items must be documented in the student's IEP or 504 Service Plan. Accommodation B may be used on all content areas, as needed, by students with IEPs. The use of Accommodation B for tests that **do not** measure reading/language arts is permitted for students with 504 Service Plans who have documented need.

Students using this accommodation should read as independently as possible. The IEP Team or 504 Review Committee must specify the extent to which the student is to receive this accommodation during the administration of a TCAP assessment (whether to read aloud the instructions/items for the entire test or for specific sections of the test). Graphs/charts/timelines may not be read aloud. If a student has need for a specific word or phrase read within the graphic, he or she may use Accommodation C.

C. Prompting Upon Request:

Prompting Upon Request must be documented in the student's IEP or 504 Service Plan. The use of Prompting Upon Request on tests that **do not** measure reading/language arts is permitted for students with 504 Service Plans who have documentation of need. Prompting Upon Request may be used on all tests, including those measuring reading/language arts, as appropriate, by students with **IEP** documentation of need.

Prompting Upon Request is a viable alternative for the Read Aloud Internal Test Instructions/Items accommodation. Use of Prompting Upon Request is appropriate when the student requires assistance to read isolated words in the test context, including graphs/charts/timelines. The student indicates need for this assistance by raising his or her hand.

There are no accommodations that allow the student to be provided with a definition or any variance from what is written in the test verbatim. This accommodation is appropriate for students who may need only certain words read to them upon request. Students using this accommodation will not need the entire test or even entire passages read aloud.

D. Interpreter Signs/Cues:

This accommodation may be used only by students with Hearing Impairment or Deafness. IEP documentation of consistent use of this accommodation is required. Sign language interpreters should attempt to sign test instructions and items exactly as written. The interpreter may use a sign that is close to a word during test administration when doing so would not reveal the answer to the question. Anytime there is a standard sign for a word or concept, the sign is to be used during the test administration if at all possible. In the event that there is no standard sign and a shortcut sign is available, the shortcut sign may be used during the administration of a TCAP test if the sign will not indicate the answer. A shortcut is a sign created in the classroom setting between the interpreter and the student for a commonly used subject-specific word for which there is no sign. **Shortcut signs are not to be created during the actual administration of a TCAP test.**

E. Manipulatives:

Special Accommodation E may be used on mathematics tests or subtests by students with IEPs or 504 Service Plans **where manipulatives are used consistently throughout the mathematics program**. Manipulatives include number lines, counters, shapes, textured material (i.e., sandpaper), and representation of money, beads, or any other items that may be physically counted or manipulated by the student. Manipulatives used on TCAP assessments must be the **same manipulatives** used throughout classroom instruction and similar assessments. When the student typically uses manipulatives in mathematics instruction, those manipulatives should be brought to the mathematics testing session. The State does not provide manipulatives other than rulers for the TCAP assessments.

F. Assistive Technology:

Assistive Technology may be used by students with an IEP or 504 Service Plan where there is a written goal that requires use of technology consistently throughout the general education program. Technology used as an accommodation must be necessary for everyday communications and post-school success. Assistive Technology can include, but is not limited to, computers, speech synthesizers, communication devices, word processors with or without talk-text technology, and electronic readers.

Any device that would "Read-Aloud" any portion of TCAP Assessments must be approved prior to use. Please follow UAARF instructions for use of any device that would read the assessment.

G. Calculator:

Calculator use is not considered a Special Accommodation in the content area of Math on all TCAP assessments.

The use of Calculator/Mathematics tables is recorded as a Special Accommodation on the answer document for Achievement and MAAS when used as a Special Accommodation for the content area of Science. Refer to the *Test Administration Manual* for required calculator restrictions.

H. Scribe:

Accommodation H is considered a Special Accommodation for the Writing Assessment. It is an Allowable Accommodation for the Achievement, MAAS, Gateway, and EOC assessments. Scribe may be used by students when indicated on the IEP or 504 Service Plan or due to a short-term physical inability to write. Extended Time limits for the TCAP Writing Assessment may be determined by the student's IEP Team or 504 Review Committee.

If the student can use a keyboard proficiently, the IEP Team or 504 Review Committee should consider the use of a keyboarding device (Assistive Technology) instead of dictation to a scribe for the Writing Assessment. According to a report by the National Center on Education Outcomes, "If students are unable to hand write, but can efficiently type on a computer, a computer response accommodation should be considered prior to a dictated response accommodation."

Students who cannot mark their own answer documents may use an impartial scribe. A student may dictate his or her entire response using an audio recording device. The student's response may be played back in short segments, so that the student may then spell out each word, letter by letter, and punctuate the response for the scribe.

If the student does not typically use an audio recording device, the student may dictate his or her entire response to the scribe. The scribe may read back the student's response in short segments, so that the student may spell out each word, letter by letter, and punctuate the response for the scribe.

In either case, the scribe must record the student's response exactly as the student dictates it. Corrections may not be made in spelling, punctuation, sentence structure, etc.

If a student uses an audio recording device, the tape must be labeled with the student's name, unique state ID number, school name, and system name. The labeled tape must be placed in a protective case and returned to Pearson with the Test Book materials.

I. Unique Accommodations:

Based on the final NCLB Regulations for students receiving special education services, requests regarding accommodations not listed in Allowable or Special Accommodations will be reviewed on a case-by-case basis using the Unique Adaptive Accommodation Request Form (UAARF). All UAARFs should be received by the Department of Education no later than one month prior to the TCAP Assessment(s) to which they apply.

In rare cases additional accommodations may be needed for students who are not receiving services under Special Education or Section 504 (e.g., a short-term medical problem). For these students, UAARFs should be submitted to the Department of Education for review and approval as soon as need is indicated.

Testing Irregularities:

It is the responsibility of each school's lead special education teacher or 504 Coordinator, respectively, to confirm that students using Special Accommodations have met the required conditions and that these conditions are documented on the student's IEP or 504 Service Plan. It is the Test Administrator's responsibility to obtain a list of all students using Allowable and/or Special Accommodations and to ensure that all accommodations are applied appropriately.

An online Report of Irregularity must be submitted under the following conditions:

1. A student qualifies for a Special Accommodation but does not receive it.

2. A student does not qualify for a Special Accommodation but receives it.

3. A student qualifies for a Special Accommodation, but that accommodation was provided incorrectly.

The following is a complete list of approved accommodations provided for English Learners on state assessments and may be used, as indicated.

Test Accommodation	Achievement ELSA Grades 3-8	End-of-Course (EOC)/ELSA/ Gateway	Writing Assessment/ Constructed Response	ELDA
Q. Extended Time	Time and half per subtest	Not applicable- Untimed	Up to double time	No Accommodations Allowed
R. Bilingual Dictionary	Not allowed for Reading/Language Arts	Not allowed for English I, English II, English III, and Gateway Language Arts	Not allowed	
S. Read Aloud in English Test Instructions	All subtests	All assessments	All assessments	
T. Read Aloud Internal Test Items in English	Not allowed for Reading/Language Arts	Not allowed for English I, English II, English III, and Gateway Language Arts	Not allowed for Writing	

*All EL students are eligible to receive Allowable Accommodations, as needed, on any state assessment. Special Accommodations are available for students with an IEP or 504 Plan.

*EL students who are also identified as a student with a disability or 504 Plan will adhere to the IEP or 504 Plan for accommodation use.

*Transitional EL students who have tested proficient on the state mandated language proficiency assessment and are in the two required years for monitoring are entitled to ELL accommodations and should be coded as T1/T2 on the demographic student document.

*In the first calendar year (less than 365 days) an ESL student is enrolled in a U.S. school, he/she may be exempted from participation in the Reading/Language Arts content area of the TCAP Achievement or EOC Test. A recently arrived EL student **must** participate in the Mathematics, Science, and Social Studies content areas of the TCAP Achievement or EOC Test.

*Accommodations should have been used consistently throughout the year with students to prepare them for use on the assessments. For example, students who have not consistently used a bilingual dictionary, should not be given one on the day of assessment.

*Questions regarding required EL Accommodations should be directed to tned.assessment@tn.gov

Test Accommodations

English Language Learner (EL) Accommodations and Exclusions

All students are expected to achieve the same high standards in Tennessee. The State of Tennessee English Language Learners (EL) Testing Policy states:

> "The purpose for including our student population of English Language Learners in our Tennessee Comprehensive Assessment Program is to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet."

EL status must be determined by the Test of English Fluency. A score of less than English Proficient on any subtest qualifies students as EL. School districts must document and determine accommodations each year, based on individual needs and abilities.

Questions regarding EL Accommodations should be referred to the Office of Assessment Logistics at tned.assessment@tn.gov.

EL First Year Excluded

In the first calendar year (fewer than 365 days) an ESL student is enrolled in a U.S. school, he or she may be exempted from participation in the Reading/Language Arts content area of the TCAP Achievement Test. A recently arrived EL student **must** participate in the Mathematics, Science, and Social Studies content areas of the TCAP Achievement Test. The "EL Excluded" bubble must be used to indicate the student is being exempted from the Reading/Language Arts content area of the TCAP Achievement Test.

There is no blanket exclusion of EL students. EL students may be exempted from the Reading/Language Arts content area of the TCAP Achievement Test and may have their Mathematics Achievement Test score excluded (must use the **"EL Excluded"** bubble) from AYP calculations if they are in their first year of enrollment in a U.S. school. **Students may not be excluded for more than one year for calculations for AYP accountability.**

At the end of the first year of enrollment in a U.S. school, all EL students are expected to take all state-mandated assessments and are included in AYP calculations.

EL Students Classified as T1/T2 EL

Transitional Limited English Proficient (LEP) Students are non-English language background students who were classified as EL based on the Tennessee ESL Assessment, and have scored fluent English proficient or above on all subtests on the Tennessee ESL Assessment. Students are classified as Transitional 1 (T1) the first year after scoring proficient, and as Transitional 2 (T2) the second year.

T1/T2 EL students are required to take all content areas of the Achievement Test. T1/T2 students ARE eligible to receive EL accommodations.

English Linguistically Simplified Assessment (ELSA)

- Students who qualify for ESL services are eligible to take ELSA.
- T1 and T2 students ARE eligible to take ELSA.
- Students participating in ELSA must take **all** content areas in ELSA.
- A student may **NOT** participate in both MAAS and ELSA. If a student is qualified to take both MAAS and ELSA, the IEP Team must determine which assessment is the most appropriate for the student.

EL Accommodations

The following is a complete list of approved accommodations provided for English Language Learners in State assessments and may be used, as indicated, on the TCAP Achievement Test. The example of EL Accommodations bubbles (see right) may not apply for all parts of the Achievement Test (see English Language Learner [EL] Accommodations table).

EL Accommodations			
Q	**R**	**S**	**T**
○	○	○	○

Q. Extended Time

This accommodation may be used for all subtests.

The Test Administrator must verify that the circle for **EL Accommodation Q** is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation <u>and</u> verify that the "EL" circle and the "EL Accommodation Q" circle are darkened on the answer document.*

Eligible students using Accommodation Q should be given one and one-half ($1\frac{1}{2}$) times the standard time limits:

EL Accommodations Q Extended Time Limits
TCAP Achievement, Grade 3, Form E

Content Area	Parts	# of Items	Testing Time in Minutes
Reading/Language Arts	Part 1	1–35	94
	Part 2	36–70	94
Mathematics	Part 1	1-28	43
	Part 2	29-55	41
Science	Part 1	1–35	80
	Part 2	36–69	77
Social Studies	Part 1	1–35	80
	Part 2	36–69	77

EL Accommodations Q Extended Time Limits
TCAP Achievement, Grades 4–5, Form E

Content Area	Parts	# of Items	Testing Time in Minutes
Reading/Language Arts	Part 1	1–35	94
	Part 2	36–70	94
Mathematics	Part 1	1-28	38
	Part 2	29-55	37
Science	Part 1	1–35	72
	Part 2	36–69	71
Social Studies	Part 1	1–35	71
	Part 2	36–69	68

Test Accommodations

EL Accommodations Q Extended Time Limits
TCAP Achievement, Grades 6–8, Form E

Content Area	Parts	# of Items	Testing Time in Minutes
Reading/Language Arts	Part 1	1–35	94
	Part 2	36–70	94
Mathematics	Part 1	1–28	38
	Part 2	29–55	37
Science	Part 1	1–35	72
	Part 2	36–69	71
Social Studies	Part 1	1–35	71
	Part 2	36–69	68

R. Bilingual Dictionary

This accommodation **may only** be used for Mathematics, Science, and Social Studies subtests. EL Accommodation R **may not** be used for Reading/Language Arts subtests. Electronic dictionaries and/or translators are prohibited for all students.

The Test Administrator must verify that the circle for **EL Accommodation R** is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for the use of this accommodation* and *verify that the "EL" circle and the "EL Accommodation R" circle are darkened on the answer document.*

S. Read Aloud Internal Test Instructions in English

This accommodation may be used for all subtests.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation cannot hear the test administration. This must be provided in an individual or small group setting with students needing the same accommodation.
- Internal test instructions must be read exactly as they are written in the test book. **Any variation from the text will invalidate the test.**

The Test Administrator must verify that the circle for **EL Accommodation S** is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for the use of this accommodation* and *verify that the "EL" circle and the "EL Accommodation S" circle are darkened on the answer document.*

T. Read Aloud Internal Test Items in English

This accommodation **may only** be used for Mathematics, Science, and Social Studies subtests. EL Accommodation T **may not** be used for Reading/Language Arts subtests.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation cannot hear the test administration. This must be provided in an individual or small group setting with students needing the same accommodation. Ensure that all students in the group setting have the same version of the achievement test.
- Internal test items must be read exactly as they are written in the test book. **Any variation from the text will invalidate the test.**

The Test Administrator must verify that the circle for **EL Accommodation T** is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for the use of this accommodation* and *verify that the "EL" circle and the "EL Accommodation T" circle are darkened on the answer document.*

Test Administration Group (TAG) Form

CODING INSTRUCTIONS

The Test Administration Group (TAG) form provides data that will appear on reports. It is essential that a complete and accurate TAG form be placed on top of each stack of answer documents that are to be reported together. **Incorrect, incomplete, or illegible information may result in delayed test processing and inaccurate group reports and/or final reports. TAG forms pre-coded with school-specific data must not be interchanged between schools or systems.**

❑ Ensure TAG form information is properly marked.

- ○ use No. 2 pencil to make dark, solid marks that fill the circle completely
- ○ make no stray marks
- ○ marking more than one circle in each column will invalidate the coding
- ○ erase changes completely
- ○ do not fill in circles beneath blank boxes

❑ Keep the following points in mind when preparing the TAG form.

- ○ note that some information may have been pre-coded
- ○ all answer documents to be scanned must be placed under a TAG form
- ○ unused Pre-ID documents should be placed under an unused Pre-ID header
- ○ blank answer documents that were not Pre-ID should be returned with non-scorable materials
- ○ grade levels should not be combined under a TAG form
- ○ if completing a blank TAG form, compare to a pre-coded TAG form to ensure information is identical for processing
- ○ place no more than 49 answer documents under a TAG form

❑ Complete TAG form information (see this page).

1. SYSTEM NAME: This may be pre-printed. If not, print the system name (for private schools, the System Name and School Name are the same).

2. SCHOOL NAME: The school name may have been pre-printed. If using a blank TAG, print the school name exactly as it appears on pre-printed TAG forms. If pre-printed forms are not available for reference, the System Testing Coordinator must contact Office of Assessment Logistics for correct coding information.

3. SYSTEM #: May have been pre-coded. If not, print the system # in the boxes and fill in the corresponding circle below each number. Precede system number with zero(s), if needed, to complete the 5-digit number.

4. SCHOOL #: May have been pre-coded. If not, print the school # in the boxes and fill in the corresponding circle below each number. Precede school number with zero(s), if needed, to complete the 4-digit number.

5. ASSESSMENT TYPE: Indicate the type of answer documents that are going to be processed under the TAG form. A separate TAG form must be used for Achievement/ELSA, MAAS, and Braille. Do **not** combine different assessments under the same TAG form. Achievement and ELSA answer documents may be placed under the same TAG form for processing.

6. TAG ID NUMBER: The TAG ID number from the TAG form must be bubbled on ALL answer documents in the area labeled "TAG ID" on the answer documents (see pages 22 and 25).

7. TEST ADMINISTRATOR: Print the Test Administrator's last name in the boxes provided and then skip a space. After the blank space, print the first name of the Test Administrator. Fill in the corresponding circle below each letter and the space. The Test Administrator's name on the TAG form MUST EXACTLY MATCH the Test Administrator's name on the ANSWER DOCUMENTS and the SGL.

8. GRADE: Fill the appropriate circle for the grade of the students being tested.

9. NUMBER STUDENTS TESTING: Print in the boxes the number of students testing whose answer documents are grouped with the TAG form (no more than 49 students to one TAG form), and fill in the corresponding circle below each number. Single-digit numbers must be preceded by a zero.

10. NUMBER STUDENTS ABSENT: Print in the boxes the number of answer documents grouped with the TAG form and fill in the corresponding circle below each number. Single-digit numbers must be preceded by a zero.

11. NUMBER ANSWER DOCUMENTS RETURNED: Print in the boxes the total number of answer documents grouped with the TAG Form, and fill in the corresponding circle below each number. Single-digit numbers must be preceded by a zero. **The number of answer documents returned must equal the sum of the number of students testing and the number of students absent (Box 9 + Box 10 = Box 11).**

Test Administration Group (TAG) Form, Sample

1 SYSTEM NAME

2 SCHOOL NAME

5 ASSESSMENT TYPE (choose one)

○ ACH/ELSA ○ MAAS ○ Braille

3 SYSTEM #

4 SCHOOL #

PRE-CODED

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Make solid marks that fill the response circle completely.
- Make no stray marks on this form.

CORRECT: ● INCORRECT: ⊗⊠ ◖⊙

Test Administration Group (TAG)

6 TAG ID

SERIAL #

TEST ADMINISTRATION GROUP INFORMATION

7 TEST ADMINISTRATOR (last name first name)

Teacher's Name (Last and First) MUST exactly match SGL and Answer Document!

8 GRADE

○ Kdg.
○ First
○ Second
○ Third
○ Fourth
○ Fifth
○ Sixth
○ Seventh
○ Eighth

9 NUMBER STUDENTS TESTED

+

10 NUMBER STUDENTS ABSENT

=

11 NUMBER ANSWER DOCUMENTS RETURNED

A Maximum of 49 Per TAG!

PLEASE DO NOT WRITE IN THIS AREA

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School/Group List (SGL)

The School/Group List (SGL) provides a comprehensive list of all Test Administration Group (TAG) forms for each school. Building/System personnel must enter SGL information on the TDOE EdTools website (https://tdoe.randasolutions.com) prior to returning test materials. TDOE will not process test materials without completed online SGLs. Every TAG form completed by your school should have an identical entry on the SGL. Use the SGL to cross reference information from the TAG forms and to verify the number of answer documents to be scanned/scored. Print SGL forms and include with return materials in the first white box for the school. **Incorrect, incomplete, or illegible information may result in delayed test processing and inaccurate reports and/or AYP data.**

❑ Keep the following points in mind when preparing the SGL.

- if a Test Administrator has more than one TAG form with answer documents to be scanned/scored, the information for each set should be listed separately
- list all TAG forms together in grade order

❑ To complete the online SGL information:

1. Go to https://tdoe.randasolutions.com (requires User Name and Password).

2. Select "Assessment Forms" from the "Processing" tab.

3. **Select a test:** Select the test administration from the drop down menu (e.g., 2014 Achievement).

4. **Select a school:** Select the school from the drop down menu. If you are a user who only has access to one school, this action will not be necessary.

5. Click on the SGL button at the top of the audit page.

6. **Contact Information:** Type in the Building Testing Coordinator's name, email address, and telephone number, including the area code.

7. **Teacher Last Name/Teacher First Name:** List each Test Administrator by the last name and the first name shown on the TAG form. The name should be spelled and written EXACTLY as it is on the TAG form. **Note: If a Test Administrator has multiple TAG forms, list each separately on the SGL. Make sure the name is exactly the same on the TAG form.**

8. **Grade:** Indicate the grade in which the students were assessed for each group. If a Test Administrator is responsible for two grades (combination classrooms), complete a line for each grade.

9. **Number Students Tested:** List the number of students tested (this includes any student who refuses to test or leaves the testing area). This number should match the number on the TAG form.

10. **Number Students Absent:** List the number of students absent who were required to test. This number should match the number on the TAG form.

11. **Number Answer Documents Returning:** A total should appear for each Test Administrator entry. This number should match the corresponding TAG form. The Number of Answer Documents Returning includes the total of the Number of Students Tested and Number of Students Absent.

12. **Comments: Indicate in the comments column the number of Large Print tests being returned.**

13. Upon completion of each SGL, be sure to **confirm that all the information has been entered for the school** by clicking the check box at the bottom of the page and **"Save Changes."**

    NOTE: Use a separate SGL for the MAAS Test.

School/Group List (SGL), Sample

PROCESSING > SCHOOL/GROUP LISTS (SGL)

System Name:

Select a test:

Select a school:

Contact Information

Contact Name:

E-Mail:

Phone Number:

Grade	# TAG entered	Approx # docs shipped	# docs returning
3	4	90	76
Total	**4**	**90**	**76**

GENERAL INSTRUCTIONS:
Use one School/Group List per school
Every Test Administration Group (TAG) completed by your school should have an identical entry on the lines below.
TDOE uses the School/Group List to double check that we have received all your groups of answer documents.
The Number of Answer Documents Returned includes the total of the Number of Students Tested and Number of Students Absent.
Use the tab key to navigate within the rows. Tabbing off a row will start a new record.
Please indicate in the comments column the number of Large Print tests being returned.
Totals in the Grade Summary List above will not be recalculated until changes are saved.
Totals in the School/Group List below will not be recalculated until changes are saved.

ADDITIONAL INSTRUCTIONS:
Test Administrator Name: Please spell name EXACTLY as bubbled on Test Administration Group (TAG) form.
TAG ID: As it appears on the TAG form
Grade: As it appears on the TAG form
Number Students Tested: The Number as marked on TAG
Number Students Absent: The Number as marked on TAG
Number Answer Documents Returning (Total Tested and Absent count)
*NOTE: This is a Calculated Field and accepts NO Input. To see field completed, tab from Number Students Absent. Tab again to start the next row.
Comment: Use mouse to place cursor in comment box for input, press Tab to move to next row.
Approx # Docs Shipped: This is an approximate # of documents shipped to the school rounded to nearest increment of 5.

Test Administrator Name (Note: Only 25 characters allowed)	TAG ID	Grade	Number Students Tested	Number Students Absent	Number Answer Documents Returning	Comment	
							Delete
							Delete
							Delete
							Delete
							Delete
			0	0	0		

☐ School **did not test**.
This information will be submitted to your system when Changes are Saved and the school will be locked from further editing.

☑ I confirm that all the TAG information has been entered for this school.
This information will be submitted to your system when Changes are Saved and the school will be locked from further editing.

[Save Changes]   [Print (Sort on Grade)]   [Print (Sort on Teacher)]   [Exit]

Report of Irregularity (RI)

The Report of Irregularity (RI) is used to report a serious irregularity during testing. **The RI should be used only for the irregularities listed on the RI form.**

Sample Circumstances	Action
Incorrect subtest taken	**Complete RI**
Student received incorrect Special Accommodation or took test without appropriate Special Accommodation	**Complete RI**
Student left with parent/guardian during testing session	**Complete RI**
Student refused to take test, Test Administrator ensured completion of demographics	**Complete RI**
School was dismissed during testing due to inclement weather	**Complete RI**
Student erased holes in answer document, answers were transcribed to another answer document	**Complete RI**
Flu epidemic during testing caused large numbers of absences	**Process Normally** RI is not required
Student tried to look at the paper of a neighboring student whose answers were covered	**Process Normally** RI is not required
Student made random responses or drew on test	**Process Normally** RI is not required
Student upset about external events	**Process Normally** RI is not required
Student left glasses at home	**Process Normally** RI is not required
Fire drill or bomb threat	System Testing Coordinator immediately notifies Office of Assessment for instructions

❏ No RI to report check "No RI for 2014 Spring End of Course" (see sample below).

❑ To complete the online RI information:
- Go to https://tdoe.randasolutions.com (requires User Name and Password).
- Select "Assessment Forms" from the "Processing" tab.
  1. Select the RI button at the top of the School Audit.
  2. Select Grade and Content Area/Subtest.
  3. Select the irregularity: Option A–J.
  4. System and School Name will be pre-populated.
  5. Enter Incident Date.
  6. Enter Teacher Info (Last Name, First Name).
  7. Enter Contact Info (Name, Email).
  8. Enter Student Info (Last Name, First Name, Middle, Unique Student ID).
     ✔ Be sure to select the "Add Student to List" button.
     ✔ If an irregularity involves all students in a grade, type the following in the Student Info section:
        Last Name: ALL
        First Name: STUDENTS
        Unique Student ID: 000000000
  9. Document the Occurrence: Provide a detailed explanation of the irregularity.
     Incomplete information may result in delayed test processing.

❑ Test Administrator Responsibilities

- Do not write comments on answer documents.
- Document testing irregularities including date, grade, affected subtests, and specific details.
- List names and Unique Student IDs of all affected students.
- Submit documentation to the Building Testing Coordinator; **attach duplicate documents only if applicable to an ITM**.

❑ Building Testing Coordinator Responsibilities

- Do not write comments on answer documents.
- Enter all RI information online and submit to the system.
- Keep a copy of each RI for school records.

❑ Systems Testing Coordinator Responsibilities

- Review RI information online, make recommendations, and submit to the State.
  - ✔ **Recommendations:**
  - ✔ Process Normally — Test will be scanned and included in all reports as if no incident occurred.
  - ✔ Nullify — Test will be scanned but will show on reports as "nullify." Score will not reflect on system data.
  - ✔ Void — Test will not be scanned and no record of test will exist. This recommendation is rare because it provides no record of a student's opportunity to test.

If there are RI issues involving nullifications or voids, a review of the described circumstances must be completed. DO NOT WRITE "VOID" OR "NULLIFY" ON ANY ANSWER DOCUMENT!

❑ For information on reporting and potential security breach see page 4.

Report of Irregularity (RI), Sample

RI – Inactive Test Material (ITM)

Documents attached to an Inactive Test Material (ITM) form are inactive and are not to be scored. Answer documents should be considered inactive for the reasons **listed on the online form only**. If an answer document contains responses, the responses and student demographics must be transcribed to a new answer document before placing the document to be voided under this form (contaminated and bio-hazard documents, e.g., blood or vomit, should be destroyed locally and documented on this form). If an online form is completed, print and sign the form and attach any related test materials and insert into the ITM envelope.

Updated Instructions on How to Complete an Online ITM Form:

❑ To complete the online ITM information; use the Reports of Irregularity (RI) process.

- Go to https://tdoe.randasolutions.com (requires User Name and Password).
- Select "Assessment Forms" from the "Processing" tab.
    1. Select the RI button at the top of the School Audit.
    2. Select Grade and Content Area/Subtest.
    3. Select **E. Inactive Test Materials Form:**
    4. System and School Name will be pre-populated.
    5. Enter Incident Date.
    6. Enter Teacher Info (Last Name, First Name).
    7. Enter Contact Info (Name, Email).
    8. Document the Occurrence: Complete **one form for each incident type per grade/content area**. Choose from one of the four Incident Types provided. Provide a detailed explanation of the ITM. Incomplete information may result in delayed test processing.
    9. Enter Student Info (Last Name, First Name, Middle, Unique Student ID).
        ✔ **Be sure to select the "Add Student to List" button.**

Return Instructions for ITM Forms:

❒ The following test materials **should not** be included under ITM:

- Braille and Large Print test books (Return these with other test books in the non-scorable boxes.)
- Transcribed answer documents (Place these under the correct header with the scorable materials.)
- Test booklets with only student names or random marks (Place these in the non-scorable boxes.)
- Test booklets or answer documents with manufacturing defects (System Testing Coordinator must contact Pearson for further instructions.)
- Unused, pre-coded TAG forms (Place them with non-scorable materials.)

❒ Test Administrator Responsibilities

- Do not write on answer documents.
- Identify any answer documents or test booklets to be included under ITM.
- Complete any online Medical Exemption or Breach of Testing Security Reports as needed.

❒ Building Testing Coordinator Responsibilities

- Do not write on answer documents.
- Ensure materials under the ITM are those documented on the online form.
- Verify the use of form corresponds to allowed reasons only.
- **Sign** completed forms.
- **Ensure that damaged/contaminated documents are transcribed to a clean answer document that is placed under the appropriate TAG form.**
- Notify Building Testing Coordinator of any significantly damaged or contaminated (e.g., vomit, blood) documents for review.

Post-Test Procedures

Inactive Test Material (ITM) (Cont.)

- Ensure any duplicate answer documents under an ITM have a corresponding document under the appropriate TAG form.
- Pack and return the ITM envelope to the System Testing Coordinator per instructions.

❏ System Testing Coordinator Responsibilities

- Do not write on answer documents.
- Review the ITM for appropriate use and accurate completion.
- Confirm that damaged/contaminated answer documents were transcribed.
- Destroy contaminated answer documents, and note on the ITM form that they were destroyed.
- Sign the RI-ITM form and place in the ITM envelope.
- Return the ITM envelopes in the scorable boxes with the pink return label.
- Review the RI-ITM in EdTools. Provide comments including cause of ITM, duplicate record, or destruction of document. Recommend "Process Normal" for the document returned under the TAG for processing.

Note: materials returned in the ITM envelope are not processed.

Inactive Test Material (ITM), Sample

RI – Medical Exemption

The Medical Exemption Request form should only be used for severe, documented medical circumstances. Each request will be reviewed on a case-by-case basis. An answer document bubbled "Absent" should be completed with demographic information to be scanned for each student for whom you are requesting a Medical Exemption. The answer document of a student for whom you have requested a Medical Exemption must be included with the appropriate TAG form and SGL and returned in the school box(es). The **SIGNED** Medical Exemption Request form and current, detailed doctor documentation should be uploaded to EdTools. The current, detailed doctor documentation should include a statement from the doctor explaining why the student (including a homebound student) cannot take the TCAP Achievement Test.

❑ Medical Exemption Requests MUST be entered online as a Report of Irregularity. If needed prior to entering online, **blank copies of the Medical Exemption Request form are available on our website — *Tools & Resources* page at http://www.state.tn.us/education/assessment/tools_resources.shtml**.

❑ To complete the online RI – Medical Exemption Request:

- Go to https://tdoe.randasolutions.com (requires User Name and Password).
- Select "Assessment Forms" from the "Processing" tab.
  1. Select "Reports of Irregularity (RI)" button from the top of the School Audit.
  2. RI Serial # and Test will be pre-populated.
  3. Select Grade and Content Area/Subtest.
  4. Select "I. **Medical Exemption Request.**"
  5. System and School Name will be pre-populated.
  6. Enter all required information, including:
     - ✔ Incident Date
     - ✔ Teacher Info (Last Name, First Name)
     - ✔ Contact Info (Name, Email)
     - ✔ Student Date of Birth
     - ✔ Student Absent Dates
     - ✔ School Test Dates
     - ✔ Explanation of Emergency (including name of hospital)
     - ✔ Name of Building Testing Coordinator, Phone Number, Email Address
     - ✔ Verification checkbox that student was absent during the TCAP Assessment for documented medical reasons
     - ✔ Name of System Testing Coordinator, Phone Number, Email Address
     - ✔ Student Info (Last Name, First Name, Middle, Unique Student ID)
       Be sure to "Add Student to List."
  7. In the "Document the Occurrence" field, copy and paste the entire Explanation of Emergency.
- upload all research documentation into the Breach RI into EdTools
- Once all required fields have been completed, **be sure to PRINT** a copy of the Medical Exemption Request form, sign the Medical Exemption Request form, attach any additional documentation. Be sure to print a copy for your records.

❑ To PRINT the online RI – Medical Exemption Request:

- Select the "Print" button at the bottom of the RI.
- RI Report Viewer will pop up on the screen.
- Select the "Medical Exemption" tab to view Medical Exemption Request.
- For this form to print properly, be sure to select the "Print" button (see sample on next page). Do not use the print option in the Menu Bar.

RI – Medical Exemption Request Form, Sample

PROCESSING >> REPORTS OF IRREGULARITY (RI)

RI Serial #

Test:

Grade:

Content Area / Subtest:

Test Part:

This form is to be used only if one of the following irregularities occurred. **Please**

○ A. A student or a group of students cheated

○ B. Test administrator/proctor provided inappropriate assistance to student(s)

○ C. A student left or was removed after beginning the test and was unable to co
completed in documentation below

○ D. For timed tests/subtests, time limits were not observed. This includes rece
or going back to a previously completed subtest

○ E. A student completed a test using defective materials or the test became da
transfer of all information to another answer document could not be made

○ F. A student took the wrong test or subtest. System Testing Coordinator must

○ G. Improper test modifications/accommodations were used

○ H. Breach of Security

◉ I. Medical Exemption Request

○ J. Other reasons: Please specify

Note: **The Breach of Security and Medical Exemption Request Forms are no
Security and Medical Exemption Request are still available in case you need to pri

System Name:

School Name:

Incident Date:

Teacher Info (as on the Group Information Sheet):

Last Name:

First Name:

Contact Information for the State:

Name:

Email:

RI Report Viewer

⭐ 🏠 ▾ 🔖 ▾ 🖨 ▾ Page ▾

Please click on the tab to view the corresponding report. You can also print the report by clicking on the print icon.

Report of Irregularity   **Medical Exemption**

🖨 💾 📄 | 👤 ▾ | ⬅ ➡ | 1 / 2

🖐 🔍 | ⊖ ⊛ 40.9% ▾ | ✏ Sign ▾

Find

Print

Medical Exemption Request

System: System #:
School: School #:
Assessment: Test Administration:

School Level Completion
The following student was not present during any portion of the above TCAP Assessment for documented medical reasons.

Medical Exemption Request Form

School Level Completion
The student listed was not present during any portion of the above TCAP Assessment for documented medical reasons.

Student DOB: Student absent dates: School Test Dates:

Explanation of Emergency (include name of hospital):

Name of Building Testing Coordinator: Phone number: Email:

System Level Completion

Post-test Processing Requirements:

Upon completion of testing, materials should be returned to Pearson for processing as soon as possible but in not less than 3 days. Once materials have been received, scanned, and reviewed the data is available for School and System review prior to final reporting. Building and System Testing Coordinators should review all student demographic data as well as verify the status of materials for processing on the TDOE EdTools website at https://tdoe.randasolutions.com

Several steps are required prior to the release of quick scores. On EdTools there is a progress bar at the top of each audit page to reflect the status of schools and districts.

Each completed step will be green.

Steps that have been started, but are not finished will be yellow.

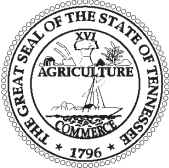Steps that are not available will be gray.

Unused Pre-ID Header

Return all unused Pre-ID answer documents that were not used (e.g., portfolio students, transfer students) under the Unused Pre-ID Header for processing.

Return with scorable materials for processing.

Unused Pre-ID Header, Sample

UNUSED PRE-ID HEADER
FOR UNUSED PRE-ID DOCUMENTS ONLY

ONLY PLACE DOCUMENTS FOR ONE TEST PROGRAM UNDER THIS UNUSED PRE-ID HEADER (ACHIEVEMENT OR EOC).

ALL ACH GRADES MAY BE INCLUDED UNDER ONE (1) UNUSED PRE-ID HEADER.

ALL EOC SUBJECTS MAY BE INCLUDED UNDER ONE (1) UNUSED PRE-ID HEADER.

DO NOT INCLUDE: BLANK ANSWER DOCUMENTS
PRE-ID DOCUMENTS WITH RESPONSES
GIS HEADERS

NOTE: DOCUMENTS UNDER THIS UNUSED PRE-ID HEADER WILL NOT BE SCORED.

Spring 2014 ACH/ELSA/MAAS 3-8 Materials Checklist: Scorable, Non-Scorable, and Destroy

Return the following **Scorable** materials to: Pearson 2510 North Dodge Street Iowa City, IA 52245-9555 (Pink label)	Return the following **Non-Scorable** materials to: Pearson 7405 Irish Dr. SW Cedar Rapids, IA 52404 (Blue label)	**Destroy** – **Do not** return to Pearson:
☐ Printed page of a Completed Online Inactive Test Material (ITM) Form **or** RI Form with the materials inserted into the ITM Envelope (if applicable)	☐ All Test books: ☐ Opened ☐ Unopened packages ☐ Overages ☐ Those used by Examiners	☐ School Group Lists (SGLs)
☐ Home School Envelope (If applicable) ☐ Place the answer documents behind a completed TAG form for each grade and place inside the envelope	☐ Large Print books ☐ Braille books ☐ Braille Ink Print books	☐ Practice Test Materials ☐ Rulers ☐ Security Checklists ☐ Pallet Details Lists
☐ Answer Documents: ☐ **Unused (not tested)** preprinted Pre-ID answer documents – Place **all** grades 3-8 behind one **Unused Pre-ID Header** per school	☐ Audio CDs in plastic cases (ACH only) ☐ Blank Answer Documents (not pre-coded or gridded) ☐ TAG Forms (unused – pre-coded and blank) ☐ Unused Pre-ID Headers (pre-coded and blank)	☐ System Packing Lists ☐ School Packing Lists ☐ Materials Checklist ☐ Assembly ID Sheets ☐ Test Administration Manuals (TAM)
☐ Pre-ID **and/or** hand bubbled answer documents that have been tested to be scored – Place behind a completed TAG form for each grade		☐ Teacher Directions (Grades 3-8 ACH and MAAS) ☐ Unused Inactive Test Material (ITM) Envelope
☐ Transcribed Large Print answer documents – Place behind a regular TAG form along with regular answer documents for each grade		☐ Unused Home School Envelope ☐ Memos ☐ Return Materials Instructions ☐ Mailing Labels
☐ Transcribed Braille answer documents – Place behind a separate completed TAG form for each grade		☐ Unused Paper Bands ☐ Scratch Paper

TN00007401

Return Procedures for Spring 2014
TN Achievement/ELSA/MAAS
Grades 3-8 <u>Scorable</u> Test Materials

Notice: Return all answer documents <u>within 3 business days</u> following completion of testing.

The System Testing Coordinator is responsible for arranging the pick-up of all test materials. Contact Pearson at 1-888-817-8658 if there are any problems packing materials or arranging for pick-up.

❑ 1. Return labels are located within the System Return Shipping Kit.

❑ 2. Check all return materials for completed ITMs and loose answer documents.

❑ 3. Pack all test materials **by school, in the boxes that the test materials were shipped in.**

❑ 4. Assemble the **Scorable** test materials to be returned. See the Assembly Diagram for Return of Scorable Materials document in this packet.

❑ 5. **<u>For UPS returns</u>** – Each box will have four labels:
- PINK for Scorable materials
- UPS return label
- Rapid Turnaround labels placed on the side corners on opposite sides
- Mark boxes 1 of ____, 2 of____, etc. to ensure the correct number of PINK labeled boxes is received by Pearson.

❑ 6. **<u>For FedEx Freight / or other trucking company returns</u>** (if you received a Bill of Lading [BOL] in your System Return Shipping Kit) – Each box will have one label:
- PINK for Scorable materials
- 1 FedEx Freight Bill of Lading (BOL) for the driver
- Rapid Turnaround labels placed on the side corners on opposite sides
- Mark boxes 1 of ____, 2 of____, etc. to ensure the correct number of PINK labeled boxes is received by Pearson.

❑ 7. Seal all boxes using shipping tape.

❑ 8. Store all boxes in a dry, secured location until pick-up.

Post-Test Procedures

PACKAGING DIAGRAM FOR RETURN OF <u>SCORABLE</u> (USED) ACHIEVEMENT/ELSA/MAAS TESTING MATERIALS

ITM Envelope

Unused Pre ID Header

Unused Pre ID Answer Documents (all grades Achievement and MAAS)

Completed TAG Form

Scorable Answer Documents

Completed TAG Form

Scorable Answer Documents

Call to schedule pick-up 24-48 hours prior to day of pick-up.

Place the PINK label and UPS return label on top of sealed box

PINK Label 1 of #

UPS Return Label
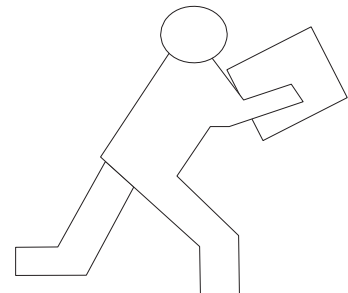
Ready for shipping to Pearson in Iowa for Processing

KEY REMINDERS:

✓ USE PINK COLORED LABELS ON BOXES

✓ USE UPS RETURN LABELS ON EACH BOX

✓ PLACE **TWO RAPID TURNAROUND LABELS** AROUND OPPOSITE CORNERS OF EACH BOX

✓ ACHIEVEMENT/ELSA/MAAS RETURN TOGETHER

✓ UNUSED PRE ID ANWER DOCUMENTS CAN BE RETURNED TOGETHER UNDER ONE UNUSED PRE ID HEADER

✓ LABEL BOXES "1 OF X," 2 OF X,' ETC. X BEING THE TOTAL NUMBER OF BOXES WITH PINK COLORED LABELS

✓ <u>**DO NOT**</u> MIX SCORABLE TEST MATERIALS WITH NON-SCORABLE TEST MATERIALS

RAPID TURNAROUND

RAPID TURNAROUND

Return of Scorable (Used) Testing Materials

Post-Test Procedures

Return Procedures for Spring 2014
TN Achievement/ELSA/MAAS
Grades 3-8 <u>Non-Scorable</u> Test Materials

Notice: Return all answer documents <u>within 3 - 5 business days</u> following completion of testing.
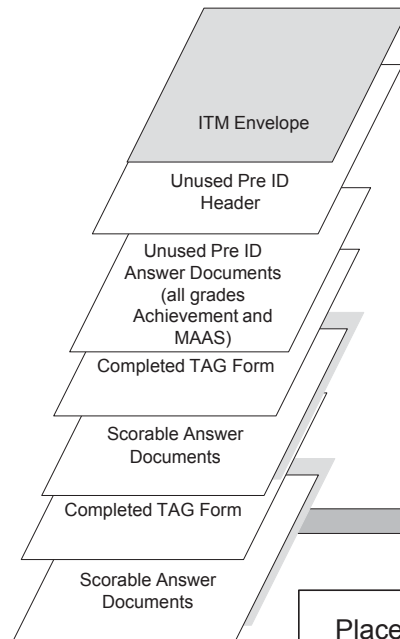
The System Testing Coordinator is responsible for arranging the pick-up of all test materials. Contact Pearson at 1-888-817-8658 if there are any problems packing materials or arranging for pick-up.

- ❑ 1. Return labels are located within the System Return Shipping Kit.
- ❑ 2. Pack all test materials **by school, in the boxes that the test materials were shipped in. Place on pallets and wrap pallet if returning by FedEx Freight / or other trucking company.**
- ❑ 3. Assemble the **Non-Scorable** test materials to be returned. See the Assembly Diagram for Return of Non-Scorable Materials document in this packet.
- ❑ 4. <u>**For UPS returns**</u> – Each box will have two labels:
  - ▪ BLUE for Non-Scorable materials
  - ▪ UPS return label
  - ▪ Mark boxes 1 of ____, 2 of____, etc. to ensure the correct number of BLUE labeled boxes is received by Pearson.
- ❑ 5. <u>**For FedEx Freight / or other trucking company returns**</u> (if you received a Bill of Lading [BOL] in your System Return Shipping Kit) – Each box will have one label:
  - ▪ BLUE for Non-Scorable materials
  - ▪ 1 FedEx Freight Bill of Lading (BOL) for the driver
  - ▪ Mark boxes 1 of ____, 2 of____, etc. to ensure the correct number of BLUE labeled boxes is received by Pearson.
- ❑ 6. Seal all boxes using shipping tape.
- ❑ 7. Store all boxes in a dry, secured location until pick-up.

PACKAGING DIAGRAM FOR RETURN OF <u>NON-SCORABLE</u> (UNUSED) ACHIEVEMENT/ELSA/MAAS TESTING MATERIALS
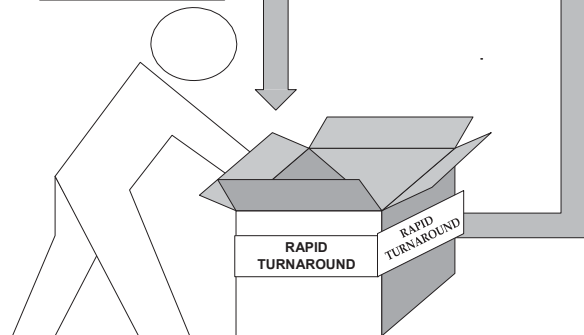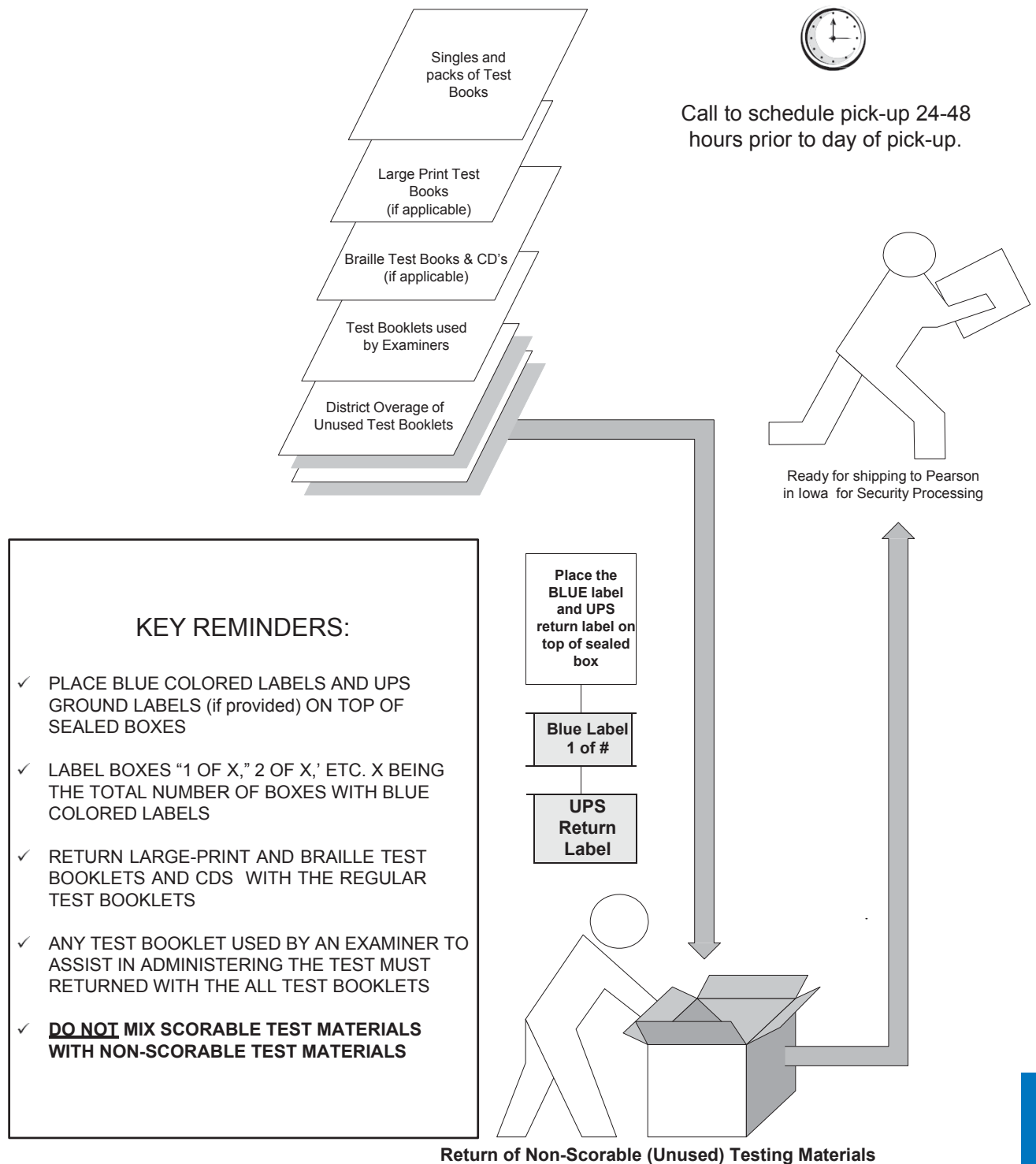
Singles and packs of Test Books

Large Print Test Books (if applicable)

Braille Test Books & CD's (if applicable)

Test Booklets used by Examiners

District Overage of Unused Test Booklets

Call to schedule pick-up 24-48 hours prior to day of pick-up.

Ready for shipping to Pearson in Iowa for Security Processing

Place the BLUE label and UPS return label on top of sealed box

Blue Label 1 of #

UPS Return Label

KEY REMINDERS:

✓ PLACE BLUE COLORED LABELS AND UPS GROUND LABELS (if provided) ON TOP OF SEALED BOXES

✓ LABEL BOXES "1 OF X," 2 OF X,' ETC. X BEING THE TOTAL NUMBER OF BOXES WITH BLUE COLORED LABELS

✓ RETURN LARGE-PRINT AND BRAILLE TEST BOOKLETS AND CDS WITH THE REGULAR TEST BOOKLETS

✓ ANY TEST BOOKLET USED BY AN EXAMINER TO ASSIST IN ADMINISTERING THE TEST MUST RETURNED WITH THE ALL TEST BOOKLETS

✓ **<u>DO NOT</u> MIX SCORABLE TEST MATERIALS WITH NON-SCORABLE TEST MATERIALS**

Return of Non-Scorable (Unused) Testing Materials

Spring 2014 ACH K-2 Materials Checklist: Scorable, Non-Scorable, and Destroy

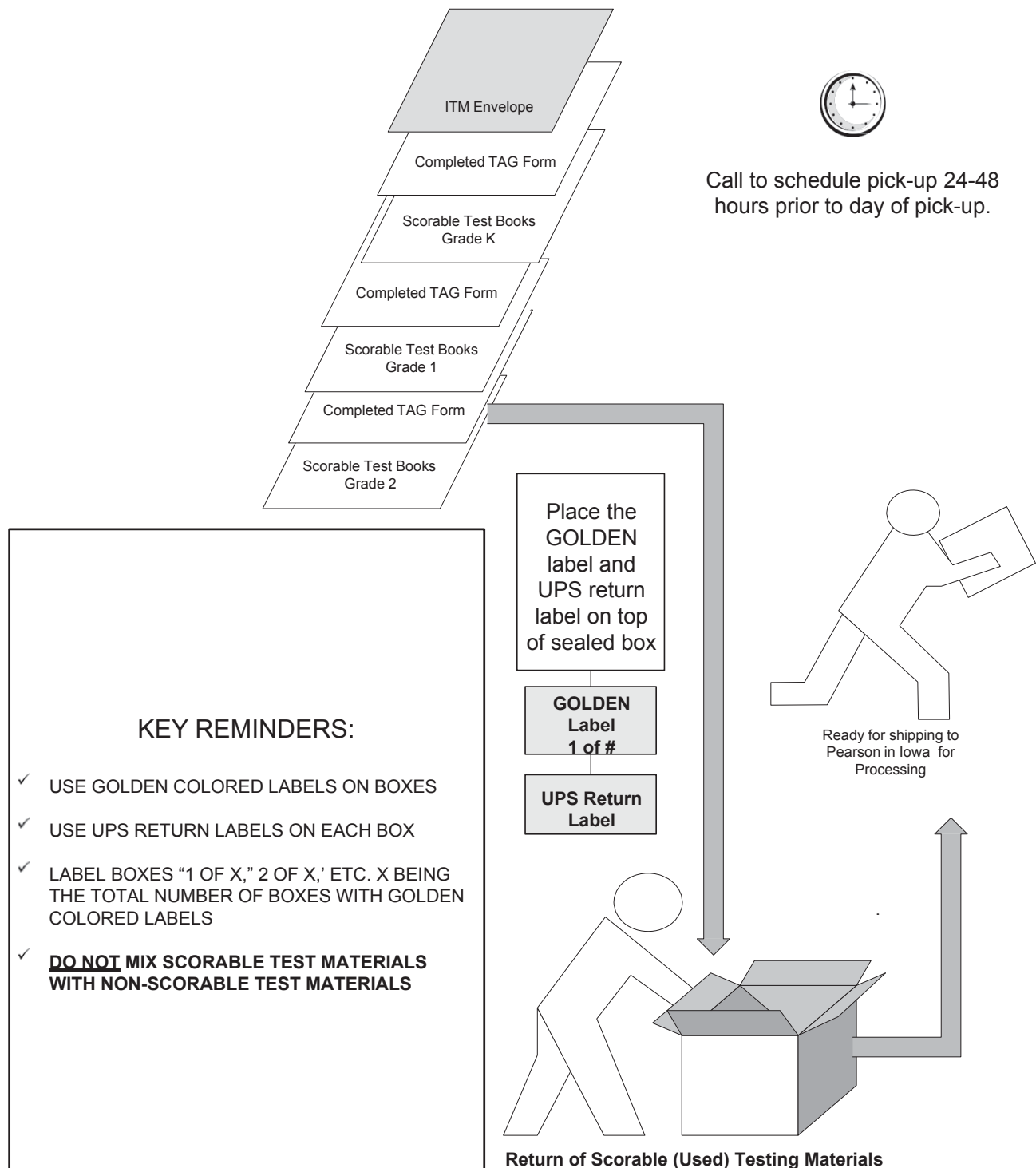| Return the following **Scorable** materials to: Pearson 2510 North Dodge Street Iowa City, IA 52245-9555 (Golden label)	Return the following **Non-Scorable** materials to: Pearson 7405 Irish Dr. SW Cedar Rapids, IA 52404 (Olive label)	**Destroy** – **Do not** return to Pearson:
☐ Printed page of a Completed Online Inactive Test Material (ITM) form **or** RI Form with materials inserted into ITM envelope (if applicable)	☐ Test booklets (those not tested): ☐ Opened (those not tested) ☐ Booklets that have Pre-ID label affixed and booklet **was not tested**	☐ School Group Lists (SGLs) ☐ Practice Test Materials ☐ Pre-ID Labels not affixed to a test booklet
☐ Test Booklets (those **tested** by students) – Place behind a completed TAG form for each grade	☐ Unopened packages ☐ Overages (those not tested) ☐ Those used by Examiners	☐ Rulers ☐ Security Checklists ☐ Pallet Details Lists
☐ Transcribe Large Print answers to regular test booklet – Place regular size booklet behind TAG form with other tested booklets for each grade	☐ Large Print books (Grade 2 only) ☐ Teacher Directions (Grade K) ☐ Teacher Directions (Grade 1) ☐ Teacher Directions (Grade 2) ☐ TAG Forms (unused – pre-coded and blank)	☐ System Packing Lists ☐ School Packing Lists ☐ Materials Checklist ☐ Assembly ID Sheets ☐ Test Administration Manuals (TAM)
		☐ Unused Inactive Test Material (ITM) Envelope ☐ Memos ☐ Return Materials Instructions ☐ Mailing Labels ☐ Unused Paper Bands ☐ Scratch Paper

TN00007460

Return Procedures for Spring 2014 TN Achievement
Grades K-2 <u>Scorable</u> Test Materials

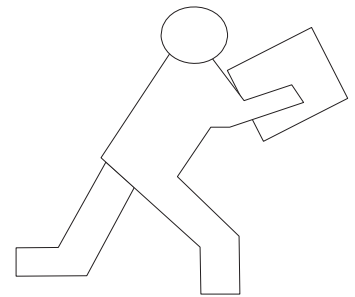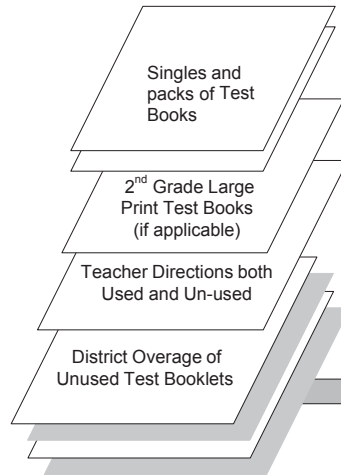**Notice: Return all test booklets <u>within 3 business days</u> following completion of testing.**

The System Testing Coordinator is responsible for arranging the pick-up of all test materials. Contact Pearson at 1-888-817-8658 if there are any problems packing materials or arranging for pick-up.

❑ 1. Return labels are located within the System Return Shipping Kit.

❑ 2. Check all return materials for completed ITMs and loose test booklets.

❑ 3. Pack all test materials **<u>by school, in the boxes that the test materials were shipped in.</u>**

❑ 4. Assemble the **Scorable** test materials to be returned. See the Assembly Diagram for Return of Scorable Materials document in this packet.

❑ 5. **<u>For UPS returns</u>** – Each box will have two labels:
  ▪ GOLDEN for Scorable materials
  ▪ UPS return label
  ▪ Mark boxes 1 of ____, 2 of____, etc. to ensure the correct number of GOLDEN labeled boxes is received by Pearson.

❑ 6. **<u>For FedEx Freight / or other trucking company returns</u>** (if you received a Bill of Lading [BOL] in your System Return Shipping Kit) – Each box will have one label:
  ▪ GOLDEN for Scorable materials
  ▪ 1 FedEx Freight Bill of Lading (BOL) for the driver
  ▪ Mark boxes 1 of ____, 2 of____, etc. to ensure the correct number of GOLDEN labeled boxes is received by Pearson.

❑ 7. Seal all boxes using shipping tape.

❑ 8. Store all boxes in a dry, secured location until pick-up.

PACKAGING DIAGRAM FOR RETURN OF K-2
<u>SCORABLE</u> (USED) TESTING MATERIALS

ITM Envelope

Completed TAG Form

Scorable Test Books
Grade K

Completed TAG Form

Scorable Test Books
Grade 1

Completed TAG Form

Scorable Test Books
Grade 2

Call to schedule pick-up 24-48 hours prior to day of pick-up.

Place the GOLDEN label and UPS return label on top of sealed box

GOLDEN Label 1 of #

UPS Return Label

Ready for shipping to Pearson in Iowa for Processing

KEY REMINDERS:

✓ USE GOLDEN COLORED LABELS ON BOXES

✓ USE UPS RETURN LABELS ON EACH BOX

✓ LABEL BOXES "1 OF X," 2 OF X,' ETC. X BEING THE TOTAL NUMBER OF BOXES WITH GOLDEN COLORED LABELS

✓ <u>**DO NOT**</u> **MIX SCORABLE TEST MATERIALS WITH NON-SCORABLE TEST MATERIALS**

Return of Scorable (Used) Testing Materials

Return Procedures for Spring 2014 TN Achievement
Grades K-2 <u>Non-Scorable</u> Test Materials

Notice: Return all test booklets <u>within 3 - 5 business days</u> following completion of testing.

The System Testing Coordinator is responsible for arranging the pick-up of all test materials. Contact Pearson at 1-888-817-8658 if there are any problems packing materials or arranging for pick-up.

- ❑ 1. Return labels are located within the System Return Shipping Kit.
- ❑ 2. Pack all test materials **by school, in the boxes that the test materials were shipped in. Place on pallets and wrap pallet if returning by FedEx Freight / or other trucking company.**
- ❑ 3. Assemble the **Non-Scorable** test materials to be returned. See the Assembly Diagram for Return of Non-Scorable Materials document in this packet.
- ❑ 4. **For UPS returns** – Each box will have two labels:
  - ▪ OLIVE for Non-Scorable materials
  - ▪ UPS return label
  - ▪ Mark boxes 1 of ____, 2 of____, etc. to ensure the correct number of OLIVE labeled boxes is received by Pearson.
- ❑ 5. **For FedEx Freight / or other trucking company returns** (if you received a Bill of Lading [BOL] in your System Return Shipping Kit) – Each box will have one label:
  - ▪ OLIVE for Non-Scorable materials
  - ▪ 1 FedEx Freight Bill of Lading (BOL) for the driver.
  - ▪ Mark boxes 1 of ____, 2 of____, etc. to ensure the correct number of OLIVE labeled boxes is received by Pearson.
- ❑ 6. Seal all boxes using shipping tape.
- ❑ 7. Store all boxes in a dry, secured location until pick-up.

PACKAGING DIAGRAM FOR RETURN OF <u>NON-SCORABLE</u> (UN-USED) K-2 TESTING MATERIALS

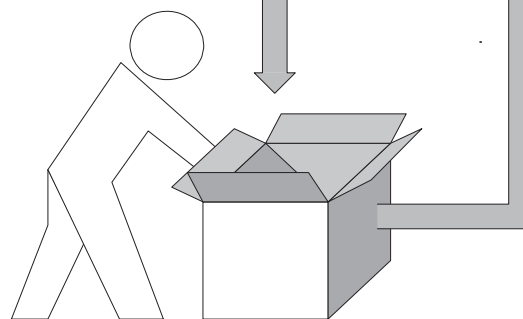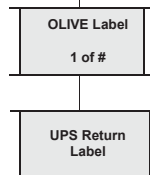Call to schedule pick-up 24-48 hours prior to day of pick-up.

Singles and packs of Test Books

2nd Grade Large Print Test Books (if applicable)

Teacher Directions both Used and Un-used

District Overage of Unused Test Booklets

Ready for shipping to Pearson in Iowa for Security Processing

Place the OLIVE label and UPS return label on top of sealed box

OLIVE Label

1 of #

UPS Return Label

KEY REMINDERS:

✓ PLACE OLIVE COLORED LABELS AND UPS GROUND LABELS (if provided) ON TOP OF SEALED BOXES

✓ LABEL BOXES "1 OF X," 2 OF X,' ETC. X BEING THE TOTAL NUMBER OF BOXES WITH OLIVE COLORED LABELS

✓ RETURN LARGE-PRINT WITH THE REGULAR TEST BOOKLETS

✓ **RETURN ALL TEACHER DIRECTIONS FOR SECURITY PROCESSING**

✓ ANY TEST BOOKLET USED BY AN EXAMINER TO ASSIST IN ADMINISTERING THE TEST MUST RETURNED WITH THE ALL TEST BOOKLETS

✓ <u>**DO NOT**</u> **MIX SCORABLE TEST MATERIALS WITH NON-SCORABLE TEST MATERIALS**

Return of Non-Scorable (Un-used) Testing Materials

Scheduling a Pick-Up with UPS

- Call UPS at (800) 823-7459 to schedule **all** pick-ups (ground and air).
- The System Testing Coordinator should provide UPS with the following information:
    - Tell the UPS representative you are calling in a pick-up request for **Pearson** and will be using their **"Return Service"**.
    - Provide UPS with the following information:
        - Account # from the return label.
        - The physical location where packages are to be picked up from.
        - Estimated number of packages that will be available for pick-up.
- Pick-ups should be scheduled <u>24-48</u> hours in advance. There can be time constraints for specific pick-ups based on the Systems location. The UPS Representative will let the System Testing Coordinator know if the pick-up cannot be made as requested and will help the System Testing Coordinator adjust accordingly.
- Once the pick-up is confirmed, the System Testing Coordinator will receive a confirmation number from UPS that they can reference if questions or changes arise.
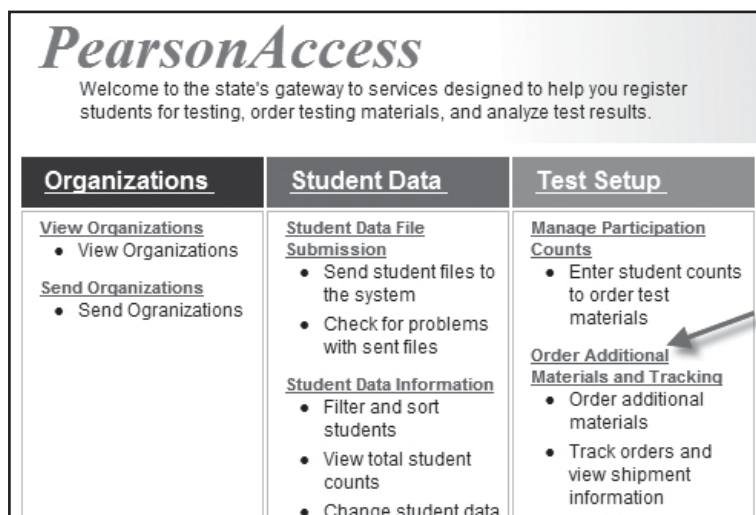
Scheduling a Pick-Up with FedEx Freight / or other trucking company

- Systems should keep the original shipping pallets for return shipment.
- Systems should palletize materials and shrink wrap their pallet of materials prior to pick-up.
- Your Bill of Lading can be found in your System Return Shipping Kit and the number to call for pick-up is at the bottom of your Bill of Lading.
- The System Testing Coordinator should provide FedEx Freight / or other trucking company with the following information:
    - You are calling in a pick-up request for **Pearson**.
    - Address
    - Contact name
    - Contact phone number
    - Number of pallets
    - If loading dock is available or if lift-gate services are needed
    - Hours available for pick-up
    - Service level – will be FedEx Freight Priority
    - Destination Zip Code
        - Scorable shipment – 52245 (Iowa City, IA.)
        - Non-Scorable shipment – 52404 (Cedar Rapids, IA.)
- Pick-ups should be scheduled <u>24-48</u> hours in advance. There can be time constraints for specific pick-ups based on the Systems location. The Freight Representative will let the System Testing Coordinator know if the pick-up cannot be made as requested and will adjust accordingly.
- Once the pick-up is confirmed, the system will receive a confirmation number from FedEx Freight / or other trucking company that they can reference if questions or changes arise.

Post-Test Procedures

Tracking your Test Materials

You can track incoming and outgoing test materials using PearsonAccess.
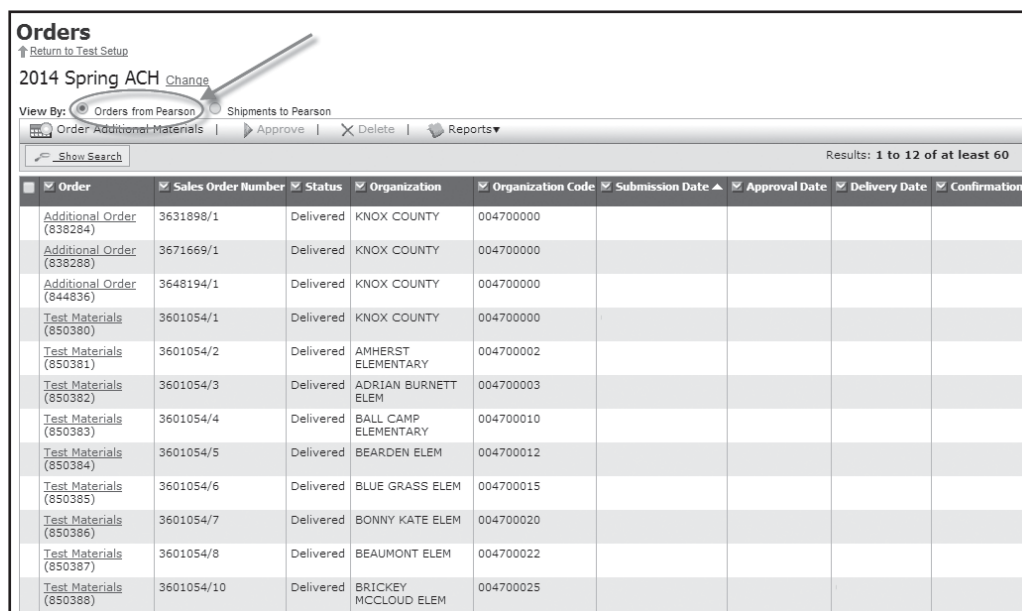
After logging into PearsonAccess from the home page, click on the link for Order Additional Materials and Tracking:

For test materials being delivered to the system, select the View By radio button for Orders from Pearson:

The tracking screen will provide you with your status, organization, organization code, submission date, and delivery date if the materials have been delivered.

To see details on each shipment, click the link Test Materials.

The Items Ordered tab provides the list of materials packed in that order.

Test Materials (850380)
⬆ Return to Orders
2014 Spring ACH _Change_

| Items Ordered | Shipping Details |

Items Ordered

Organization: **KNOX COUNTY (004700000)**
Order Submitted By: **SYSTEM**
Order Status: [Delivered ▼]

Item	Description	Total Quantity
3601054-1-1-1	SYSTEM COORDINATOR KIT, ACH K-2, 2013	1
TN00006214	TB, ACH, SPR 13, GR 1, V01, PKG-5, SECURE	150
TN00006215	TB, ACH, SPR 13, GR 1, V01, SECURE	3
TN00006216	TB, ACH, SPR 13, GR 2, V01, PKG-5, SECURE	145
TN00006217	TB, ACH, SPR 13, GR 2, V01, SECURE	2
TN00006218	TB, ACH, SPR 13, GR K, V01, PKG-5, SECURE	150
TN00006219	TB, ACH, SPR 13, GR K, V01, SECURE	4
TN00006220	TEACHER DIRECTIONS, ACH, SPR 13, GR 1, SEC	1
TN00006220	TEACHER DIRECTIONS, ACH, SPR 13, GR 1, SEC	16
TN00006221	TEACHER DIRECTIONS, ACH, SPR 13, GR 2, SEC	1
TN00006221	TEACHER DIRECTIONS, ACH, SPR 13, GR 2, SEC	15
TN00006222	TEACHER DIRECTIONS, ACH, SPR 13, GR K, SEC	1
TN00006222	TEACHER DIRECTIONS, ACH, SPR 13, GR K, SEC	16
TN00006223	TN ACH K-2 RULERS PKG40	8

The Shipping Details tab provides delivery address, number of boxes, status, shipping date, estimated delivery date (if not delivered), and delivery date when materials have been delivered.

Test Materials (1023136)
⬆ Return to Orders
2014 Spring ACH _Change_

| Items Ordered | Shipping Details |

Shipping Details

004700000
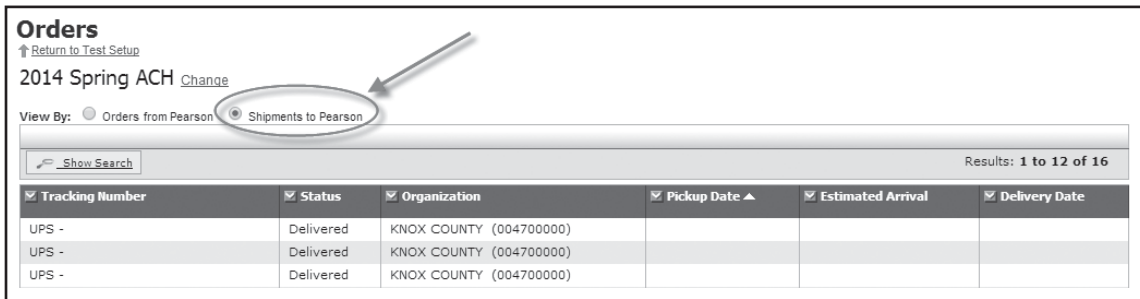KNOX COUNTY
1000 N. CENTRAL AVENUE
KNOXVILLE, TN 37917

Phone:
Fax:

Shipment	Status	Boxes	Organization	Shipped	Estimated Arrival	Delivery Date	Confirmation
1 view	Delivered	6	KNOX COUNTY (004700000)				

To view any additional information about the shipment, click on view:

This will provide the UPS tracking information and the test materials you should expect in each box of the shipment.

Checking your Return Shipments

Once you have picked up your shipment, you can track the delivery back to Pearson using PearsonAccess.

Following the same steps as above to access materials tracking, change the View By button to Shipments to Pearson:

ACHIEVEMENT PROGRAM CONTACT INFORMATION

Tennessee Department of Education
tned.assessment@tn.gov

Office of Assessment Logistics
Tennessee Department of Education
710 James Robertson Pkwy
Andrew Johnson Tower, 10th Floor
Nashville, TN 37243

EdTools Support
tdoesupport@randasolutions.com

PEARSON
TN Customer Service Support Line
888-817-8658
Press 1 for Achievement

TN Customer Support Email
Tennessee@support.pearson.com

Returning grades K–2 materials to Pearson
1. Scorable Documents (golden label)
   TCAP Testing Material SPR2014
   Pearson
   2510 North Dodge Street
   Iowa City, IA 52245-9555

2. Select Non-Scorable Documents (olive label)
   TCAP Testing Material SPR2014
   Pearson
   7405 Irish Dr. SW
   Cedar Rapids, IA 52204

Returning grades 3–8 materials to Pearson
1. Scorable Documents (pink label)
   TCAP Testing Material SPR2014
   Pearson
   2510 North Dodge Street
   Iowa City, IA 52245-9555

2. Select Non-Scorable Documents (blue label)
   TCAP Testing Material SPR2014
   Pearson
   7405 Irish Dr. SW
   Cedar Rapids, IA 52204